

Sheridan Japanese School Report

October 7, 2013

Kathryn Mueller

I. Attendance Student/Grade Level – October Enrollment

- A. 4th-12
- B. 5th-12
- C. 6th-13
- D. 7th-8
- E. 8th-12
- F. 9th-6
- G. 10th-9
- H. 11th-8
- I. 12th-8

1. **Total: 88.**

2. 2 IEP students (High School)

J. 4th-8th grade 30M 27F Total 57 – 98.50% attendance

K. 9th-12th grade 18M 13F Total 31 - 96.61% attendance

II. Professional Development

- a. Haydn McLay will present at the Oregon Talented & Gifted Conference 10/11.
- b. Gerald Turner will attend the NW Mathematics Conference on 10/11.
- c. Kathryn Mueller will attend Proficiency Grading Training at Condon ESD 10/11.
- d. Kathryn Mueller will attend the COSA Conference 10/20-21.

III. Sports Activities

- a. Varsity/JV Football – 3
- b. Cross-Country – 5 boys, 2 girls
- c. Soccer (with McMinnville HS) – 1 girl
- d. Middle School Volleyball – 6 girls
- e.

IV. October Activities

- a. SJS Activities at Sheridan “First Wednesday” . Bake sale sponsored by the SJS Human Rights Elective Group.
- b. “College Matters – Ways to avoid costly mistakes and discover funding sources” presentation at SJS, 10/3
- c. Goucher College Representative Visit 10/8
- d. Art Harvest Tour Activities 10/8-10
- e. PSAT Testing 10/16
- f. Halloween Party 10/26
- g. Portland National College Fair 11/1 – 11/2

V. September Events

- a. All Family Orientation Friday, 9/6
- b. Student Photo Day Thursday, 9/19
- c. Kimono Workshop at SJS, presented by representatives of the Japanese Consulate and Portland State University.
- d. Hiroshima Peace Ambassador Visit and Presentation at SJS. SJS Taiko played at Baptist Church, Friday 9/20 for their visit.
- e. Hokkaido Institute of Technology Visit Monday, 9/23
- f. Shokutoku Yono School Visit. 44 High School girls visited SJS and were hosted by SJS families and friends Friday, 9/27 to Monday morning, 9/29.

V. Volunteer Hours

MONTHS	July	Aug.	Sept.
McMinnville	6	30	42
Sheridan	245	208.1	45.75
Other District	7.5	14	29.5
Community	36	56	6
TOTAL	294.5	308.1	123.25
MONTHS	July	Aug.	Sept.
EL	2.83	34	21
ML	37.83	90	71.25
HS	217.84	128.1	25
Community	36	56	6



Executive Summary

Sheridan Japanese School

Sheridan SD 48J

**Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
Sheridan, OR 97378-1739**

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Sheridan Japanese School (SJS) is located in Sheridan, Oregon a small, rural town in the West Valley. The closest college, Linfield, is 20 miles northwest, the Federal Correction Institute is in Sheridan, and the Spirit Mountain Casino is 10 miles away in Grand Ronde. Sheridan is 35 miles from the coast.

SJS is a public charter school. The unique qualities of SJS are: SJS is a choice for students, staff, and community members and involvement is the key to success. SJS focuses on college preparation, multi-age exhibitions, Japanese language and culture, self-directed learning, and high academic and behavioral expectations.

Enrollment at SJS has remained capped at 88

94% of the students attend 90% or more of enrolled days.

SJS has approximately 25% economically disadvantaged students

The Demographics:

-American Indian/Alaskan Native 1%

-Black/African American 2%

-Hispanic/Latino 5%

-Asian 9%

-Multi-Racial 11%

-White 72%

The staff consists of 6 faculty members, all have a master's degree

Executive Director

Assistant Director/Japanese Program Director/Japanese Teacher EL/ML/HS

Science Teacher EL/ML/HS

Language Arts/Social Studies/Japanese Teacher EL/ML

Language Arts/Social Studies Teacher ML/HS

SJS faces the challenge of transportation and funding. The state school funding last year was down. SJS purchased textbooks, renovated a science lab, and is currently installing security cameras for increased safety measures. SJS received only 80% of the 4th-8th state funding last year. This year, the district agreed to increase the funding for 4th-8th to 85%. This increase portrays strong support from the district.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Sheridan Japanese School strives to challenge students and expand their knowledge of another language and culture while providing a small, unique, multi-age learning environment with high academic and behavioral expectations as well as exceptional parental and community support.

To continue to support successful students through high academic and behavioral standards offered at the Japanese School:

Global experience

Broader perspectives

World citizens

Japanese Language proficiency

College bound students

Strong writers/researchers

Students who are sought out by colleges

Speech contests/Model U.N.

Multi-age, integrated instruction and teamwork

To create a site for cultural interaction in the community:

Attracting students from outside the district

Creating space for meetings and community use

Enhancing the viability of Sheridan

Integrating family and volunteers into the overall program

The Sheridan Japanese School is a public school comprised of 4th-12th grade students. The current enrollment is 88. Every student studies Japanese language and culture. The academic rotation focus this year includes: American Literature; Modern US History; Chemistry and AP Japanese, AP Literature/Composition, AP Calculus A/B.

Extracurricular activities: Oregon Student Council Association, Taiko drumming, drama, athletics at Sheridan High School, Aozora Gakkou Immersion Camp, National Honor Society, OSCA (Oregon Student Council Association), biannual Japan trip, Oregon Battle of the Books, Lego Robotics.

The school is within the Chemeketa Community College service boundary. Dual credit programs are established with Chemeketa Community College Credit Now, and Linfield College.

Career education and college preparatory focused (ASPIRE) from early grade levels.

The above-mentioned courses, clubs, curriculum, and activities indicate how SJS meets the mission and vision statements towards college preparation. All of these activities are made possible with volunteers and community support.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

SJS Notable Achievements and Areas of Improvement:

The redesigned annual report card issued by the Oregon Department of Education offers a comprehensive picture of what Sheridan Japanese School offers.

In the 2012-13 school year, the Sheridan Japanese School (SJS) received an Overall State Rating of Outstanding. That means our students are outperforming other students in the state on standards-based tests. Data on post secondary outcomes are exceptional with 95% of SJS graduates attending college after graduation compared to 61% of Oregon high school graduates. The PSAT results show 92.3% of SJS high school students are on track to be college or career ready compared to the national average of 38.5%.

In the same timeframe, however, 4th/5th grade averages in math and 5th grade reading were lower than the state average. We are addressing this area by expanding remediation efforts for incoming SJS students. All other academic assessments at SJS (i.e., Reading, science, social sciences, writing) exceed state averages.

Sheridan Japanese School test results

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARDS
CLICK ON A ROW TO SEE THE 8-YEAR TREND OF SCORES

	SCHOOL	DISTRICT	STATE
GRADE 4 READING*	83%	59%	73%
GRADE 4 MATH*	58%	40%	64%
GRADE 4 WRITING**	--	--	--
GRADE 5 READING*	67%	49%	68%
GRADE 5 MATH*	42%	30%	58%
GRADE 5 SCIENCE*	83%	45%	67%

Executive Summary
 Sheridan Japanese School

GRADE 6 READING* 90%	46%	63%
GRADE 6 MATH* 80%	49%	59%
GRADE 7 READING* 83%	62%	73%
GRADE 7 MATH* 67%	46%	61%
GRADE 7 WRITING** --	--	--
GRADE 8 READING* 82%	51%	67%
GRADE 8 MATH* 82%	35%	63%
GRADE 8 SCIENCE* >95%	44%	66%
GRADE 11 READING >95%	79%	85%
GRADE 11 MATH 71%	33%	69%
GRADE 11 WRITING 71%	29%	60%
GRADE 11 SCIENCE* >95%	40%	63%

*Math standards for grades 3-8 were raised for the 2011 test year; reading standards for grades 3-8 and science standards for all grades were raised for the 2012 test year

**Writing tests for grades 4 and 7 were canceled for the 2012 and 2013 test years

2012-13 The students scored higher on both the SAT and the PSAT than in previous years.

College Board SAT Test Scores

	MATH	Critical Reading	Writing
2012-13	540	609	576
2011-12			
2010-11	518	543	498
2009-10	500	450	400
2008-9	450	558	410
2007-8	478	558	493

College Board PSAT Test Scores

	MATH	Critical Reading	Writing
2012-13	49.17	54.17	50.69
2011-12	45.59	51.41	45.67
2010-11	46.40	48.73	46.53

Improvements for SJS include preparing students for the Smarter Balance testing by using the common core curriculum. Emphasis is on thinking and writing skills as well as application.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

This summer renovation work was done to the science classroom. 20 volunteers came and added renovated science lab benches to the school. This took a tremendous amount of effort by many volunteers.

Also, areas for improvement included math curriculum. The SJSF Board approved buying textbooks for several math levels, and chemistry books as well. The renovations and book costs went beyond what was originally budgeted.

The staff worked on Build Your Own Curriculum program this summer in order to have the common core standards meet the course work,, and to document the expectations, standards, and curriculum. It is hoped that this curriculum will go online when the year is finished.



AdvancED Assurances

Sheridan Japanese School

Sheridan SD 48J

**Ms. Kathryn C Bervin-Mueller, Administrator
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Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Sheridan Japanese School

AdvancED Assurances

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.	The Sheridan Japanese School Handbook is attached.	Student Handbook

Assurance	Response	Comment	Attachment
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes, we certify the above assurance.	The Sheridan Japanese School 9-13-2013 school report notes highly qualified status, staffing, and programs. The Sheridan Japanese School has a published 2013-14 school calendar and daily schedule The Sheridan Japanese School has a prepared budget Attached is our renewed contract with the Sheridan School District	Signed contract with Sheridan School District

Assurance	Response	Comment	Attachment
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes, we certify the above assurance.	The Sheridan Japanese School uses the Standard Response Protocol printed by http://iloveguys.org/	Standard Response Protocol

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.	The final audit has not yet been approved by the board. The attached document is the draft form of the 2013-13 audit report.	2012-13 Audit draft

AdvancED Assurances
Sheridan Japanese School

Assurance	Response	Comment	Attachment
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes, we certify the above assurance.	I am going to fill out the School Improvement plan In ASSIST, but I also will attach it here.	School Improvement Plan

**Remediation Plan for Students Who
"Nearly Meet" or "Does Not Yet Meet"
on OAKS/MAPS Assessments**

Sheridan Japanese School

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Overview

Plan Name

Remediation Plan for Students Who "Nearly Meet" or "Does Not Yet Meet" on OAKS/MAPS Assessments

Plan Description

Students who do not meet or exceed on the OAKS or MAPS tests will be given more direct instruction through response to intervention and other strategies

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sheridan Japanese School who "Nearly Meet" or "Do Not Yet Meet" on the OAKS tests will be given extra instruction and remediation help. All students in this category will reach the growth goals	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$2000

Goal 1: All students at Sheridan Japanese School who "Nearly Meet" or "Do Not Yet Meet" on the OAKS tests will be given extra instruction and remediation help. All students in this category will reach the growth goals

Measurable Objective 1:

100% of Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade Students with Disabilities students will demonstrate a proficiency on the OAKS or MAPS tests reaching their growth targets in Mathematics by 02/28/2014 as measured by Comparing last year's scores and reviewing them to this year's scores for academic growth and progress.

(shared) Strategy 1:

Response to Intervention - Universal screening and progress monitoring provide information about a student's learning rate and level of achievement. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

4. Overview of RtI Tiered instruction . A multi-tiered approach used to efficiently differentiate instruction for all students.

5. RtI Tiers Visual Primary Prevention : Schoolwide and classwide instruction Secondary Prevention : Intensified, validated intervention Tertiary Prevention : Further intensified and individualized Intervention ~80% of students ~15% ~5%

6. What Is Tier 1? Although Tier 1 of an RTI model is typically referred to as classroom instruction (Fuchs & Deshler, 2007), it actually comprises three elements. Vaughn, Wanzek, Woodruff, and Linan-Thompson (2007) described these elements as a) a core curriculum based on scientifically validated research, b) screening and benchmark testing of students at least three times per year to determine instructional needs, and c) ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality instruction.

7. One of the cornerstones of an RTI model is that scientific, evidence-based Tier 1 instruction effectively eliminates inappropriate instruction as a reason for inadequate progress. This reflects the position of the 2001 President's Commission on Excellence in Special Education that many problems affecting students identified as having learning disabilities (LD) are not related to deficits in the student, but instead are related to inappropriate and/or ineffective instruction (Yell & Drasgow, 2007). Crucial to this cornerstone of RTI is that Tier 1 instruction must be based on scientifically based research.

Research Cited: Research Based Instructional Strategies Brain Based Strategies from Eric Jensen: Brain-based education is the application of a meaningful group of principles that represent our understanding of how our brain works in the context of education. (from <http://www.jensenlearning.com/>) Relaxation Environment Color Long Term Memory A range (Organize) Intuition (Emotions) Movement

10. <http://intro2rti.wikispaces.com> <http://delicious.com/mikefisher821/rti> <http://www.nysrti.org/> <http://www.rtnetwork.org/> <http://www.jensenlearning.com/> Additional Resources:

11. References and other resources: Al Otaiba, S., Kosanovich-Grek, M. L., Torgesen, J. K., Hassler, L., & Wahl, M. (2005). Reviewing core kindergarten and first-grade reading programs in light of No Child Left Behind: An exploratory study. *Reading & Writing Quarterly*, 21, 377-400. Foorman, B. R. (2007). Primary prevention in classroom reading instruction. *Teaching Exceptional Children*, 39, 24-30. Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22, 129-136. Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq. (2004). Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock Classroom Instruction That Works, ASCD, 2001. National Reading

Remediation Plan for Students Who "Nearly Meet" or "Does Not Yet Meet" on OAKS/MAPS Assessments

Sheridan Japanese School

Panel. (2000, April). Report of the National Reading Panel: Teaching children to read (NIH Publication No. 00-4654). Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health. No Child Left Behind Act of 2001, 20 U.S.C. 70 § 6301 et seq. (2002) President's Commission on Excellence in Special Education. (2001). A new era: Revitalizing special education for children and their families. Retrieved March 7, 2008, from <http://www.ed.gov/initi/commissionsboards/whspecialeducation/index.html> Simmons, D. C., & Kameenui, K. J. (2003). A consumer's guide to evaluating a core reading program Grades K-3: A critical elements analysis. Retrieved March 1, 2008, from http://iris.peabody.vanderbilt.edu/r103_reading/cons_guide_inst.pdf U.S. Department of Education. (2006). Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, 71 Fed. Reg. 156 (Aug. 14, 2006) (to be codified at 34 C.F.R. § 300). Available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>. Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), Evidence-based reading practices for response to intervention (pp. 11-27). Baltimore: Brookes. Yell, M. L., & Drasgow, E. (2007). Assessment for eligibility under IDEA and the 2006 regulations. *Assessment for Effective Intervention*, 32, 202-213.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	General Fund	Tyler Arthurs & Kathryn Mueller

Measurable Objective 2:

100% of Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade Students with Disabilities students will complete a portfolio or performance on the OAKS or MAPS tests reaching their growth targets in Mathematics by 02/28/2014 as measured by Comparing last year's scores and reviewing them to this year's scores for academic growth and progress.

(shared) Strategy 1:

Response to Intervention - Universal screening and progress monitoring provide information about a student's learning rate and level of achievement. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

4. Overview of RtI Tiered instruction. A multi-tiered approach used to efficiently differentiate instruction for all students.
 5. RtI Tiers Visual Primary Prevention: Schoolwide and classwide instruction Secondary Prevention: Intensified, validated intervention Tertiary Prevention: Further intensified and individualized intervention ~80% of students ~15% ~5%
 6. What is Tier 1? Although Tier 1 of an RTI model is typically referred to as classroom instruction (Fuchs & Deshler, 2007), it actually comprises three elements. Vaughn, Wanzek, Woodruff, and Linan-Thompson (2007) described these elements as a) a core curriculum based on scientifically validated research, b) screening and benchmark testing of students at least three times per year to determine instructional needs, and c) ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality instruction.
 7. One of the cornerstones of an RTI model is that scientific, evidence-based Tier 1 instruction effectively eliminates inappropriate instruction as a reason for inadequate progress. This reflects the position of the 2001 President's Commission on Excellence in Special Education that many problems affecting students identified as having learning disabilities (LD) are not related to deficits in the student, but instead are related to inappropriate and/or ineffective instruction (Yell & Drasgow, 2007). Crucial to this cornerstone of RTI is that Tier 1 instruction must be based on scientifically based research.
- Research Cited: Research Based Instructional Strategies Brain Based Strategies from Eric Jensen: Brain-based education is the application of a meaningful group of

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principles that represent our understanding of how our brain works in the context of education. (from <http://www.jensenlearning.com/>) Relaxation Environment
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 10. <http://intro2rti.wikispaces.com/http://delicious.com/mikefisher821/rti> <http://www.nysrti.org/> <http://www.rtnetwork.org/> <http://www.jensenlearning.com/> Additional Resources:

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	General Fund	Tyler Arthurs & Kathryn Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	Tyler Arthurs & Kathryn Mueller
Total					\$2000	

Sheridan Japanese School
Incorporates Cornell Note Taking and
Bloom's Digital Taxaonomy

Sheridan Japanese School
Sheridan SD 48J

Ms. Kathryn C Bervin-Mueller, Administrator
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Overview

Plan Name

Sheridan Japanese School Incorporates Cornell Note Taking and Bloom's Digital Taxonomy

Plan Description

All staff will utilize Cornell Note Taking Method and Bloom's Digital Taxonomy in the classroom setting to enhance curriculum.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will Create curriculum that creates a personalized, rather than comprehensive curriculum: incorporating high expectations for all students through Cornell Note Taking and Bloom's Digital Taxonomy	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: We will Create curriculum that creates a personalized, rather than comprehensive curriculum: incorporating high expectations for all students through Cornell Note Taking and Bloom's Digital Taxonomy

Measurable Objective 1:

A 95% increase of All Students will complete a portfolio or performance The IEP students should have a portfolio demonstrating Oregon Essential Skills Requirements in Mathematics by 12/06/2012 as measured by Completion of portfolios.

Strategy 1:

Bloom's Digital Taxonomy & Cornell Note Taking - Instructional Strategies that Increase Student Achievement at SJS include using Bloom's Digital Taxonomy and Cornell Note Taking.

SJS has been working towards integrating Cornell note taking into English, social studies, math, science, and Japanese classes. The second strategy involves math note book checks or dialogues: homework notes, tests, quizzes, etc. However, the most important focus has been on math. Students would not retain their math homework, and then would not do well on the test because they lost the returned work, never corrected the homework, and thus did not do well in retaining math from year-to-year.

From Classroom Instruction that Works, strategies are essential for student learning. "When teachers communicate objectives for student learning, students can see more easily the connections between what they are doing in class and what they are supposed to learn. They can gauge their starting point in relation to the learning objectives and determine what they need to pay attention to and where they might need help from the teacher or others" (Dean, Hubbell, Pitler, & Stone, 2012, p. 3) Cornell note taking and math notebooks seemed to accomplish the idea that students could make connections; they could also connect that Cornell note taking could work in one class and other classes.

The Oregon Department of Education adopted the idea of "Essential Skills" 1) Read and comprehend a variety of texts; 2) write clearly and accurately; 3) apply mathematics in a variety of settings; 4) listen actively and speak clearly and coherently; 5) think critically and analytically; 6) use technology to live, learn, and work; 7) demonstrate civic and community engagement; 8) demonstrate global literacy; 9) demonstrate personal management and teamwork skills (Education, 2011, pp. 1-3) Hubbell, Pitler, & Stone mentioned, "The conversations about 21st century learners has centered on the skills students need to be college and career ready and economically competitive "one of the key dimensions of college readiness in the 21st century deals with cognitive strategies." (2012, p. xviii) The school 4th-12th has college readiness as one component of the mission. Cornell note taking definitely seemed to be college-readiness material.

The Cornell note taking and the notebook dialogue checks cover a variety of strategies as well as the 21st century skill sets. "By providing students with feedback that is connective, timely, and focused on criteria, and by involving them in the feedback process teachers can create a classroom environment that fosters and supports learning." (Dean, Hubbell, Pitler, & Stone, 2012, p. 11)

A new staff was hired and they wanted a challenge. They saw the Cornell note taking as a huge undertaking, almost a competitive attitude. Sergiovanni said in Moral Leadership that "the more professionalism is emphasized, the less leadership is needed." (Sergiovanni, 1992, p. 67) So, one teacher taught Cornell note taking to all of

Sheridan Japanese School Incorporates Cornell Note Taking and Bloom's Digital Taxonomy

Sheridan Japanese School

the staff during a professional development day and then the staff discussed how they would implement note taking, and they all agreed to grade it with a rubric (all were involved in the creation of it) and they all discussed how to implement the procedure.

Thursdays at our school are special. The staff designed the schedule to have four regular classes in the morning and then two electives in the afternoon with an advisory time. For Thursdays in the morning classes, the teachers check notebooks, give feedback on the Cornell notes, and have the students grade each other's math notebooks and journals. Every classroom is having a discussion either student to teacher, teacher to student, or student to student. I prepared some short videos to show you what a conference looks like:

Here is a youtube video of a Cornell note taking feedback:

http://www.youtube.com/my_videos_edit?ns=1&feature=vm-privacy&video_id=s9xDZIA5Ksk

Here is a second portion of the feedback:

http://www.youtube.com/my_videos_edit?ns=1&feature=vm-privacy&video_id=CqzNv0XktIU

Here is a student discussing Cornell note taking:

http://www.youtube.com/my_videos_edit?ns=1&feature=vm-privacy&video_id=urAdW0HbuEs

Here is the student discussing the grading of Cornell note taking:

http://www.youtube.com/my_videos_edit?ns=1&feature=vm-privacy&video_id=Gt0cFm3L_1E

Here is what the student thinks of incorporating the Cornell note taking:

http://www.youtube.com/my_videos_edit?ns=1&feature=vm-privacy&video_id=dG5Q3ii1eUM

Bloom's Revised Taxonomy Sub Categories

One of the key revisions in the Revised Bloom's Taxonomy was the change to Verbs for the actions describing each taxonomic level.

Lower Order Thinking Skills (LOTS)

- Remembering - Recognizing, listing, describing, identifying, retrieving, naming, locating, finding
- Understanding - Interpreting, Summarizing, inferring

Remembering does not necessarily have to occur as a distinct activity for example the rote learning of facts and figures. Remembering or recall is reinforced by application in higher level activities.

The following are some of the key terms for this aspect of the Taxonomy.

Sheridan Japanese School Incorporates Cornell Note Taking and Bloom's Digital Taxonomy

Sheridan Japanese School

- Recognizing
- Listing
- Describing
- Identifying
- Retrieving
- Naming
- Locating
- Finding

Research Cited: Cornell Note Taking https://docs.google.com/document/d/1WapE4sMKMszzbHSKcFcMQQp5zvdkmHO_vlpJ4_zXzE/edit
 Bloom's Digital Taxonomy-Andrew Churches <http://edorigami.wikispaces.com/file/view/bloom%27s+Digital+taxonomy+v3.01.pdf>

Activity - Monitor Note Book Checks and Cornell Note Taking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will peer review each other's classes during Thursday work time. Staff will use the e-cove observation protocol system to record amount of time teachers spend with students reviewing notebooks.	Direct Instruction	01/10/2013	06/06/2013	\$0	No Funding Required	All staff are responsible for peer review Jacquelyn Trevizo Andrew Scott Gerald Turner Tyler Arthurs Haydn McIay Kathryn Bervin-Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Note Book Checks and Cornell Note Taking	Staff will peer review each other's classes during Thursday work time. Staff will use the e-cove observation protocol system to record amount of time teachers spend with students reviewing notebooks.	Direct Instruction	01/10/2013	06/06/2013	\$0	All staff are responsible for peer review Jacquelyn Trevizo Andrew Scott Gerald Turner Tyler Arthurs Haydn McIay Kathryn Bervin- Mueller
Total					\$0	

**Essential Skills College/Career
Portfolio Plan**

**Sheridan Japanese School
Sheridan SD 48J**

**Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
Sheridan, OR 97378-1739**

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Overview

Plan Name

Essential Skills College/Career Portfolio Plan

Plan Description

The staff works every year to document curriculum with common core standards. Every student at SJS has a portfolio which is required to fill in as the year progresses. Every assignment should be aligned with a common core standard.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Sheridan Japanese School students will complete an essential skills portfolio with assignments linked to the common core standards	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All Sheridan Japanese School students will complete an essential skills portfolio with assignments linked to the common core standards

Measurable Objective 1:

complete a portfolio or performance to demonstrate the common core standards by 06/06/2014 as measured by graded portfolios at the end of each trimester. At the end of trimester 3, all portfolios will be completed with student work linked to common core standards..

Strategy 1:

Essential Skills Tools - The tool may be a resource for mentor teachers or administrators working with new teachers. Teams might use the tool to help guide discussions around best practices in planning curriculum, assessment, and teacher response to assessment data. Additionally, it may be useful as a focusing tool for teams as they align curriculum across discipline areas or plan for implementation of the essential skills.

Research Cited: Students learn and apply essential skills in all subject areas. To ensure that students have multiple and varied opportunities to learn and demonstrate the essential skills, the content standards and essential skills should be aligned to courses across the curriculum.

The essential skills will be phased-in over time. The first four will be required for graduation in 2012. Other skills will be added as approved assessments are identified.

1. Read and comprehend a variety of text
2. Write clearly and accurately
3. Listen actively and speak clearly and coherently
4. Apply mathematics in a variety of settings
5. Think critically and analytically
6. Use technology to learn, live, and work
7. Demonstrate civic and community engagement
8. Demonstrate global literacy
9. Demonstrate personal management and teamwork skills

Teachers need to continue to use local performance assessments (work samples or comparable assessments) in grades 3-8 and high school to prepare students to meet the essential skills proficiency requirement in high school.

The curriculum is aligned with Oregon's content standards.

1. Evaluate curriculum:

To what degree is my curriculum tied to state content standards?

Essential Skills College/Career Portfolio Plan

Sheridan Japanese School

The essential skills and standards are included in course syllabi.

Students are provided the opportunity to use many and varied approaches to achieve and demonstrate proficiency and mastery of standards (i.e. core and content standards, essential skills).

Each and every student is expected to meet high academic standards.

2. Identify which essential skills are taught and reinforced in my classroom.

Which essential skills do I teach or reinforce in my classroom?

What opportunities do students have in my classroom to practice the essential skills I teach or reinforce?

What instructional strategies do I use to promote high student achievement in my classroom?

How do I communicate the learning standards to my students?

Assessments are aligned to curriculum and standards.

Formative and summative assessments are used to inform instructional practices.

Students use assessment data to track progress (Educational Profile).

Essential Skills College/Career Portfolio Plan

Sheridan Japanese School

3. Evaluate assessment strategies.

What type of assessments do I use? (formative, summative, progress monitoring)

Are my classroom assessments tied to the essential skills and content standards?

How do I use the assessment data?

How do I communicate assessment data to students?

Multiple interventions and supports are provided to students who perform below standard or grade-level.

4. Evaluate intervention strategies.

What steps do I take when students do not show progress on assessments?

What interventions or supports do I provide students who perform below standard or grade-level?

Activity - Essential Skills Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Essential Skills College/Career Portfolio Plan

Sheridan Japanese School

<p>The Essential skills portfolio will help staff and students assess achievement towards common core standards and career/college readiness. Student will link assignments to the standards and will document career choices and experiences</p>	<p>Career Preparation/Orientation</p>	<p>09/27/2013</p>	<p>06/13/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Haydn McLay, Jacqueline Trevizo, Gerald Turner, Andrew Scott, Tyler Arthurs, Kathryn Bervin-Mueller</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Essential Skills Portfolio	The Essential skills portfolio will help staff and students assess achievement towards common core standards and career/college readiness. Student will link assignments to the standards and will document career choices and experiences	Career Preparation/Orientation	09/27/2013	06/13/2014	\$0	Haydn McLay, Jacqueline Trevizo, Gerald Turner, Andrew Scott, Tyler Arthurs, Kathryn Bervin- Mueller
Total					\$0	

Curriculum Improvement through Common Core Standards

**Sheridan Japanese School
Sheridan SD 48J**

**Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
Sheridan, OR 97378-1739**

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Overview

Plan Name

Curriculum Improvement through Common Core Standards

Plan Description

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Curriculum Improvement through Common Core Standards

Sheridan Japanese School

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sheridan Japanese School will connect common core standards to two all-school exhibitions.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

Goal 1: All students at Sheridan Japanese School will connect common core standards to two all-school exhibitions.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance written stories in the fall and demonstration of math and science standards in the spring in Writing by 05/22/2014 as measured by Completion of exhibition standards and grades associated with writing activities..

Strategy 1:

Critical Thinking-Socratic Dialogue - Critical Thinking: What It Is and Why It Counts and concludes with a consensus statement (of experts in the field) about critical thinking and the ideal critical thinker.

Students work collaboratively in multi-age group configurations to apply critical thinking skills, group processing skills, and socratic dialogue discussions towards the common goal of the fall and spring exhibition.

Research Cited: "We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. [Since this includes almost all types of logical reasoning,] CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society." (you can read the "Delphi Report" consensus statement, The Executive Summary for Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, excerpts & entire report)

Education in critical thinking offers an alternative to a drift toward postmodern relativism, by emphasizing that we can "distinguish between facts and opinions or personal feelings, judgments and inferences, inductive and deductive arguments, and the objective and subjective." (MCC General Education Initiatives) Critical thinking encourages us to recognize that our "rationally justifiable confidence" in a claim can span a wide range, from feelings to fact and everything in between. Three Categories of Questions explains why, because students don't recognize questions involving "reasoned judgment" (which are neither fact nor opinion), they "fail to see the difference between offering legitimate reasons and evidence in support of a view and simply asserting the view as true." You can see samples from The Art of Asking Essential Questions.

Activity - Monitor use of common core standards throughout the exhibition creation, planning, processing, execution, and assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Curriculum Improvement through Common Core Standards

Sheridan Japanese School

<p>The exhibitions for both fall and spring take place in the regular classroom work. Common Core standards are evaluated and assessed through the student performance and/or written work.</p>	<p>Direct Instruction</p>	<p>09/12/2013</p>	<p>05/22/2014</p>	<p>\$500</p>	<p>School Council Funds</p>	<p>The exhibitions usually require some funding for materials, production work, and publicity. Every staff member is involved with exhibitions, and the total cost is divided by the five advisories equally.</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor use of common core standards throughout the exhibition creation, planning, processing, execution, and assessment	The exhibitions for both fall and spring take place in the regular classroom work. Common Core standards are evaluated and assessed through the student performance and/or written work.	Direct Instruction	09/12/2013	05/22/2014	\$500	The exhibitions usually require some funding for materials, production work, and publicity. Every staff member is involved with exhibitions, and the total cost is divided by the five advisories equally.
Total					\$500	

**Advisory Focus on 31 United Nations
Human Rights and Teaching
Tolerance and The Federal Partners in
Bullying Prevention**

Sheridan Japanese School
Sheridan SD 48J

Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
Sheridan, OR 97378-1739

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Overview

Plan Name

Advisory Focus on 31 United Nations Human Rights and Teaching Tolerance and The Federal Partners in Bullying Prevention

Plan Description

ABC: Teaching Human Rights - Practical activities for primary and secondary schools talks about us as human beings. It talks about the process of teaching and learning the significance of the inherent "dignity and worth of the human person" which is the "foundation of freedom, justice and peace in the world" (Universal Declaration of Human Rights, preamble). And it talks about the rights that belong to us all.

These are not just lessons for the classroom but lessons for life – of immediate relevance to our daily life and experience. In this sense, human rights education means not only teaching and learning about human rights, but also for human rights: its fundamental role is to empower individuals to defend their own rights and those of others. This empowerment constitutes an important investment for the future, aimed at achieving a just society in which all human rights of all persons are valued and respected.

Early in the Obama Administration, six federal agencies (Departments of Education, Health and Human Services, Justice, Defense, Agriculture, and Interior) joined together to establish the Federal Partners in Bullying Prevention Steering Committee to explore ways to provide guidance for individuals and organizations in combating bullying. This interagency group was recently joined by the National Council on Disability and the Federal Trade Commission. In August of last year, the Steering Committee brought together non-profit leaders, researchers, parents, and youth to begin the national discussion and identify issues requiring additional guidance and clarification. Since that convening, the Steering Committee has focused on the following activities:

StopBullying.go: This website will launch at today's Conference to provide information from various government agencies on how children, teens, young adults, parents, educators and others in the community can prevent or stop bullying. The website will provide information on what bullying is, its risk factors, its warning signs and its effects. It will also provide details on how to get help for those that have been victimized by bullying.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sheridan Japanese School will be taught the 31 Human Rights through advisory activities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000

Goal 1: All students at Sheridan Japanese School will be taught the 31 Human Rights through advisory activities

Measurable Objective 1:

complete a portfolio or performance to have students create posters, perform short skits, songs, poems, artwork, writing, etc. to show understanding of the Human Rights issues presented by 06/04/2014 as measured by Each Wednesday that Human Rights issues are covered, students will have to work in their advisory to perform, create, or demonstrate their learning.

Strategy 1:

Project-Based Learning for Human Rights - Students will be given prompts and information about each Human Right over the course of the school year. Students will work together to create projects centered around Human Rights issues.

Research Cited: Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). http://www.bobpearlman.org/BestPractices/PBL_Research.pdf (Bob Pearlman)

Activity - Wednesday performance-based projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will perform, create, explore in advisories Human Rights issues.	Behavioral Support Program	09/1/2013	06/04/2014	\$5000	School Council Funds	Jacqueline Vizo designs the advisory activities

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wednesday performance-based projects	Students will perform, create, explore in advisories Human Rights issues.	Behavioral Support Program	09/11/2013	06/04/2014	\$5000	Jacqueline Vizo designs the advisory activities
Total					\$5000	

Talented & Gifted Program

Sheridan Japanese School

Sheridan SD 48J

**Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
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Goal 1: All students who achieve exceeds on OAKS or high scores on SAT/PSAT and/or MAPS will be provided enrichment activities such as: Honors, AP, Honor Society, Humanities, Film Production, Art Activities 3

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Overview

Plan Name

Talented & Gifted Program

Plan Description

Talented & Gifted Program includes, but is not limited to: AP/Honors/AP preparation, Honors clubs and activities, Humanities, Computer Programming, and other extra-curricular activities such as math contests, Oregon Battle of the Books, Lego Robotics, etc.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students who achieve exceeds on OAKS or high scores on SAT/PSAT and/or MAPS will be provided enrichment activities such as: Honors, AP, Honor Society, Humanities, Film Production, Art Activities	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500

Goal 1: All students who achieve exceeds on OAKS or high scores on SAT/PSAT and/or MAPS will be provided enrichment activities such as: Honors, AP, Honor Society, Humanities, Film Production, Art Activities

Measurable Objective 1:

100% of Gifted and Talented students will complete a portfolio or performance on AP tests, SAT tests, PSAT tests, ACT tests in Art & Humanities by 06/06/2014 as measured by a 3 on AP tests, average and/or above-average scores on SAT/PSAT/ACT/OAKS/MAPS.

Strategy 1:

Bloom's Taxonomy, Socratic Dialogue, Experiential Learning, Outside Professionals, College Prep Staff - Tip #1: Familiarize Yourself with the Characteristics of Intellectually Gifted Students

Not all gifted students in your classroom will be identified and even those who are may not always appear to be gifted. As such, it is important that you don't allow yourself to be distracted by false stereotypes. Gifted students come from all ethnic groups, they are both boys and girls, they live in both rural and urban areas and they aren't always straight A students. Students who are intellectually gifted demonstrate many characteristics, including: a precocious ability to think abstractly, an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students who demonstrate these characteristics learn differently. Thus, they have unique academic needs. Imagine what your behavior and presentation would be like if, as a high school junior, you were told by the school district that you had to go back to third grade. Or, from a more historical perspective, what if you were Mozart and you were told you had to take beginning music classes because of your age. This is often the experience of the gifted child. Some choose to be successful given the constructs of public school and others choose to rebel. Either way, a few simple changes to their academic experience can dramatically improve the quality of their lives -- and, mostly likely, yours!

Tip #2: Let Go of "Normal"

In order to be an effective teacher, whether it's your first year or your 30th, the best thing you can do for yourself is to let go of the idea of "normal." I can't encourage you enough to offer all students the opportunity to grow from where they are, not from where your teacher training courses say they should be. You will not harm a student by offering him/her opportunities to complete work that is more advanced. Research consistently shows that curriculum based on development and ability is far more effective than curriculum based on age. And, research indicates that giftedness occurs along a continuum. As a teacher, you will likely encounter students who are moderately gifted, highly gifted and, perhaps if you're lucky, even a few who are profoundly gifted. Strategies that work for one group of gifted students won't necessarily work for all gifted students. Don't be afraid to think outside the box. You're in the business of helping students to develop their abilities. Just as athletes are good at athletics, gifted students are good at thinking. We would never dream of holding back a promising athlete, so don't be afraid to encourage your "thinketes" by providing them with opportunities to soar.

Tip #3: Conduct Informal Assessments

Meeting the needs of gifted students does not need to be an all consuming task. One of the easiest ways to better understand how to provide challenging material is to

conduct informal whole class assessments on a regular basis. For example, before beginning any unit, administer the end of the unit test. Students who score above 80% should not be forced to "relearn" information they already know. Rather, these students should be given parallel opportunities that are challenging. I generally offered these students the option to complete an independent project on the topic or to substitute another experience that would meet the objectives of the assignment, i.e. taking a college/distance course.

With areas of the curriculum that are sequential, such as mathematics and spelling, I recommend giving the end of the year test during the first week of school. If you have students who can demonstrate competency at 80% or higher, you will save them an entire year of frustration and boredom if you can determine exactly what their ability level is and then offer them curriculum that allows them to move forward. Formal assessments can be extremely helpful, however, they are expensive and there is generally a back log of students waiting to be tested. Conducting informal assessments is a useful and inexpensive tool that will offer you a lot of information.

Tip #4: Re-Familiarize Yourself with Piaget & Bloom

There are many developmental theorists and it is likely that you encountered many of them during your teacher preparation course work. When it comes to teaching gifted children, I recommend taking a few moments to review the work of Jean Piaget and Benjamin Bloom. Jean Piaget offers a helpful description of developmental stages as they relate to learning. Gifted students are often in his "formal operations" stage when their peers are still in his "pre-operational" or "concrete operations" stages. When a child is developmentally advanced he/she has different learning abilities and needs. This is where Bloom's Taxonomy can be a particularly useful. Students in the "formal operations" developmental stage need learning experiences at the upper end of Bloom's Taxonomy. Essentially all assignments should offer the student the opportunity to utilize higher level thinking skills like analysis, synthesis and evaluation, as defined by Bloom. I recommend using the Internet to learn more about these two important theorists. A couple of websites that may be of interest include:

Piaget's Stage Theory of Development
Bloom's Taxonomy

Tip #5: Involve Parents as Resource Locators

Parents of gifted children are often active advocates for their children. If you are not prepared for this, it can be a bit unnerving. The good news is that, at least in my experience, what they want most is to be heard and to encounter someone who is willing to think differently. Generally, I found that if I offered to collaborate with them, rather than resist them, we were able to work together to see that their child's needs were met. For example, if they wanted their child to have more challenging experiences in math, I would then enlist their help in finding better curriculum options. I generally conducted an informal assessment to help them determine the

Research Cited: Discussion Rogers, K.

A general pattern of positive academic effects was obtained for most accelerative options, while some questions were raised about the limitations of the academic measures used for the three options which did not obtain Effect Sizes greater than +.30, the level of "practical significance" recommended by meta-analysts (Glass, McGaw, & Smith, 1981; Slavin, 1987; Kulik & Kulik, 1984; Glass, 1976). Although some significant effects were found for the socialization and psychological adjustment outcomes for some forms of acceleration, much about socialization and psychological effects remains unstudied. Such outcomes must be studied, in particular, for Nongraded Classrooms, Curriculum Compaction, Subject Acceleration, Credit by Examination, and Grade Telescoping.

It is thought that this study laid to rest misconceptions that: (1) acceleration is primarily grade skipping; and (2) acceleration produces negative social and emotional

Talented & Gifted Program
 Sheridan Japanese School

consequences for gifted learners. It is believed that as a result of this study educational decision-makers have been offered a fairly well substantiated, research-supported menu of accelerative options that result in significant academic achievement gains. If there is concern with the lack of general change found for socialization and psychological adjustment when the majority of these accelerative options are implemented, perhaps a school counselor or small-group affective support groups might be considered to enhance outcomes in those areas for the accelerants.

Activity - Talented & Gifted Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Talented & Gifted programs and activities including, but not limited to AP/Honors/National Honor Society groups, Oregon Battle of the Books, Lego Robotics, Dual Credit (College Now!) Computer Programming, Film Making and production, Humanities, Performing and Visual Arts, etc.	Academic Support Program	09/03/2013	06/05/2014	\$1500	School Council Funds	Jackie Trevizo, Haydn McLay, Tyler Arthurs, Andrew Scott, Jerry Turner, Kathryn Bervin-Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Talented & Gifted Program	Talented & Gifted programs and activities including, but not limited to AP/Honors/National Honor Society groups, Oregon Battle of the Books, Lego Robotics, Dual Credit (College Now!) Computer Programming, Film Making and production, Humanities, Performing and Visual Arts, etc.	Academic Support Program	09/03/2013	06/05/2014	\$1500	Jackie Trevizo, Haydn McLay, Tyler Arthurs, Andrew Scott, Jerry Turner, Kathryn Bervin-Mueller
Total					\$1500	

Build Your Own Curriculum Plan

Sheridan Japanese School

Sheridan SD 48J

**Ms. Kathryn C Bervin-Mueller, Administrator
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Overview

Plan Name

Build Your Own Curriculum Plan

Plan Description

Every staff member will document curriculum aligned to the Common Core Standards

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All staff at Sheridan Japanese School will document curriculum by using the Build Your Own Curriculum (BYOC) online program	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000

Goal 1: All staff at Sheridan Japanese School will document curriculum by using the Build Your Own Curriculum (BYOC) online program

Measurable Objective 1:

collaborate to document all core courses taught at SJS through the Build Your Own Curriculum program by 06/13/2014 as measured by Viewing and printing off course information posted by the staff on BYOC.

Strategy 1:

Curriculum Improvement through Common Core Standards - Curriculum must be a living tool for learning – it cannot be created/revise every five years and then placed upon a shelf never to be seen again for another five years.

Curriculum must be standards-based (local, state, national) and this alignment between the standards and curriculum must be easily verified. The curriculum must serve as the foundation for beginning to build a collaborative culture.

We must overcome the tradition of teacher isolation – the focus of teachers must go beyond their classroom. Teachers are not always good at sharing ideas/activities.

We need to find a way to allow teachers to easily share ideas/activities with other teachers. Curriculum must be easily developed, easily accessible, and time friendly.

Curriculum must be of value to all audiences (students, parents/community, teachers, administrators, & school board), and able to enhance classroom instruction, improve student learning, and serve as the catalyst for addressing the needs of all students.

Research Cited: BuildYourOwnCurriculum was founded on a series of basic beliefs about curriculum, developed by the Menasha Joint School District, Menasha, WI. These beliefs continue to serve as the foundation and guiding principles behind BuildYourOwnCurriculum.

Activity - Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty document curriculum through Build Your Own Curriculum planning	Direct Instruction	06/10/2013	08/22/2014	\$5000	General Fund	Gerald Turner, Jacqueline Trevizo, Haydn McLay, Tyler Arthurs, Andrew Scott, Kathryn Bervin-Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Curriculum	Faculty document curriculum through Build Your Own Curriculum planning	Direct Instruction	06/10/2013	08/22/2014	\$5000	Gerald Turner, Jacqueline Trevizo, Haydn McLay, Tyler Arthurs, Andrew Scott, Kathryn Bervin-Mueller
Total					\$5000	

**Document and Implement the PBIS
discipline system into the existing
SJS advisory/discipline system**

Sheridan Japanese School

Sheridan SD 48J

Ms. Kathryn C Bervin-Mueller, Administrator
430 SW Monroe St
Sheridan, OR 97378-1739

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Overview

Plan Name

Document and Implement the PBIS discipline system into the existing SJS advisory/discipline system

Plan Description

SJS has a unique system of discipline. PBIS documents how the student behavior at school is implemented and how a positive approach is emphasized.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To define and document the Sheridan Japanese School Discipline System and implement Positive Behavioral Interventions Supports (PBIS)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$100

Goal 1: To define and document the Sheridan Japanese School Discipline System and implement Positive Behavioral Interventions Supports (PBIS)

Measurable Objective 1:

collaborate to document the Sheridan Japanese School Discipline/Behavioral/Advisory system by implementing strategies from PBIS by 06/13/2014 as measured by documenting student behavior/referrals/(gentens/arigatous/yataas/chuui) and written behavioral contracts.

Strategy 1:

Positive Behavioral Interventions and Supports - "PBIS" is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA).

PBIS is used interchangeably with SWPBS, which is short for "School-wide Positive Behavior Supports."

PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

Research Cited: Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors.

Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student's behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

Activity - Discipline/Behavior documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive arigatous and yataas for positive behavior and attitude. Students receive gentens and chuuis for behaviors that need to be discouraged. The emphasis is on promoting positive behavior and focus. By documenting the discipline system, a flow chart of behavior-consequence is established for equal and fair treatment of all students.	Behavioral Support Program	09/03/2013	06/13/2014	\$100	School Council Funds	Jacqueline Trevizo, Gerald Turner, Haydn McLay, Tyler Arthurs, Andrew Scott, Kathryn Bervin-Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discipline/Behavior documentation	Students receive arigatous and yataas for positive behavior and attitude. Students receive gentens and chuuis for behaviors that need to be discouraged. The emphasis is on promoting positive behavior and focus. By documenting the discipline system, a flow chart of behavior-consequence is established for equal and fair treatment of all students.	Behavioral Support Program	09/03/2013	06/13/2014	\$100	Jacqueline Trevizo, Gerald Turner, Haydn McLay, Tyler Arthurs, Andrew Scott, Kathryn Bervin-Mueller
Total					\$100	

**Remediation Plan for Students Who
"Nearly Meet" or "Does Not Yet Meet"
on OAKS/MAPS Assessments**

Sheridan Japanese School

Sheridan SD 48J

Ms. Kathryn C Bervin-Mueller, Administrator
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Overview

Plan Name

Remediation Plan for Students Who "Nearly Meet" or "Does Not Yet Meet" on OAKS/MAPS Assessments

Plan Description

Students who do not meet or exceed on the OAKS or MAPS tests will be given more direct instruction through response to intervention and other strategies

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sheridan Japanese School who "Nearly Meet" or "Do Not Yet Meet" on the OAKS tests will be given extra instruction and remediation help. All students in this category will reach the growth goals	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$2000

Goal 1: All students at Sheridan Japanese School who "Nearly Meet" or "Do Not Yet Meet" on the OAKS tests will be given extra instruction and remediation help. All students in this category will reach the growth goals

Measurable Objective 1:

100% of Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade Students with Disabilities students will demonstrate a proficiency on the OAKS or MAPS tests reaching their growth targets in Mathematics by 02/28/2014 as measured by Comparing last year's scores and reviewing them to this year's scores for academic growth and progress.

(shared) Strategy 1:

Response to Intervention - Universal screening and progress monitoring provide information about a student's learning rate and level of achievement. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

4. Overview of RtI Tiered instruction . A multi-tiered approach used to efficiently differentiate instruction for all students.

5. RtI Tiers Visual Primary Prevention : Schoolwide and classwide instruction Secondary Prevention : Intensified, validated intervention Tertiary Prevention : Further intensified and individualized intervention ~80% of students ~15% ~5%

6. What is Tier 1? Although Tier 1 of an RTI model is typically referred to as classroom instruction (Fuchs & Deshler, 2007), it actually comprises three elements. Vaughn, Wanzek, Woodruff, and Linan-Thompson (2007) described these elements as a) a core curriculum based on scientifically validated research, b) screening and benchmark testing of students at least three times per year to determine instructional needs, and c) ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality instruction.

7. One of the cornerstones of an RTI model is that scientific, evidence-based Tier 1 instruction effectively eliminates inappropriate instruction as a reason for inadequate progress. This reflects the position of the 2001 President's Commission on Excellence in Special Education that many problems affecting students identified as having learning disabilities (LD) are not related to deficits in the student, but instead are related to inappropriate and/or ineffective instruction (Yell & Drasgow, 2007). Crucial to this cornerstone of RTI is that Tier 1 instruction must be based on scientifically based research.

Research Cited: Research Based Instructional Strategies Brain Based Strategies from Eric Jensen: Brain-based education is the application of a meaningful group of principles that represent our understanding of how our brain works in the context of education. (from <http://www.jensenlearning.com/>)
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10. <http://intro2rti.wikispaces.com> <http://delicious.com/mikefisher821> <http://www.nysrti.org/> <http://www.rtinetwork.org/> <http://www.jensenlearning.com/> Additional Resources:

11. References and other resources: Al Otaiba, S., Kosanovich-Grek, M. L., Torgesen, J. K., Hassler, L., & Wahl, M. (2005). Reviewing core kindergarten and first-grade reading programs in light of No Child Left Behind: An exploratory study. *Reading & Writing Quarterly*, 21, 377-400. Foorman, B. R. (2007). Primary prevention in classroom reading instruction. *Teaching Exceptional Children*, 39, 24-30. Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22, 129-136. Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq. (2004). Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock Classroom Instruction That Works, ASCD, 2001. National Reading

Remediation Plan for Students Who "Nearly Meet" or "Does Not Yet Meet" on OAKS/MAPS Assessments

Sheridan Japanese School

Panel. (2000, April). Report of the National Reading Panel: Teaching children to read (NIH Publication No. 00-4654). Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health. No Child Left Behind Act of 2001, 20 U.S.C. 70 § 6301 et seq. (2002) President's Commission on Excellence in Special Education. (2001). A new era: Revitalizing special education for children and their families. Retrieved March 7, 2008, from <http://www.ed.gov/units/commissionsboards/whspededucation/index.html> Simmons, D. C., & Kameenui, K. J. (2003). A consumer's guide to evaluating a core reading program Grades K-3: A critical elements analysis. Retrieved March 1, 2008, from http://inis.peabody.vanderbilt.edu/rti03_reading/cons_guide_instr.pdf U.S. Department of Education. (2006). Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities. 71 Fed. Reg. 156 (Aug. 14, 2006) (to be codified at 34 C.F.R. § 300). Available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>. Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), Evidence-based reading practices for response to intervention (pp. 11–27). Baltimore: Brookes. Yell, M. L., & Drasgow, E. (2007). Assessment for eligibility under IDEA and the 2006 regulations. *Assessment for Effective Intervention*, 32, 202–213.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	General Fund	Tyler Arthurs & Kathryn Mueller

Measurable Objective 2:

100% of Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade Students with Disabilities students will complete a portfolio or performance on the OAKS or MAPS tests reaching their growth targets in Mathematics by 02/28/2014 as measured by Comparing last year's scores and reviewing them to this year's scores for academic growth and progress.

(shared) Strategy 1:

Response to Intervention - Universal screening and progress monitoring provide information about a student's learning rate and level of achievement. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- Overview of RtI Tiered instruction . A multi-tiered approach used to efficiently differentiate instruction for all students.
- RTI Tiers Visual Primary Prevention : Schoolwide and classroom Secondary Prevention : Intensified, validated intervention Tertiary Prevention : Further intensified and individualized intervention ~80% of students ~15% ~5%
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- One of the cornerstones of an RTI model is that scientific, evidence-based Tier 1 instruction effectively eliminates inappropriate instruction as a reason for inadequate progress. This reflects the position of the 2001 President's Commission on Excellence in Special Education that many problems affecting students identified as having learning disabilities (LD) are not related to deficits in the student, but instead are related to inappropriate and/or ineffective instruction (Yell & Drasgow, 2007). Crucial to this cornerstone of RTI is that Tier 1 instruction must be based on scientifically based research.

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Sheridan Japanese School

principles that represent our understanding of how our brain works in the context of education. (from <http://www.jensenlearning.com/>) Relaxation Environment Color Long Term Memory A range (Organize) Intuition (Emotions) Movement

10. <http://intro2rti.wikispaces.com> <http://delicious.com/mikefisher821/> <http://www.nysrti.org/> <http://www.rfinetwork.org/> <http://www.jensenlearning.com/> Additional Resources:

- References and other resources: Al Otaiba, S., Kosanovich-Grek, M. L., Torgesen, J. K., Hassler, L., & Wahi, M. (2005). Reviewing core kindergarten and first-grade reading programs in light of No Child Left Behind: An exploratory study. *Reading & Writing Quarterly*, 21, 377-400. Foorman, B. R. (2007). Primary prevention in classroom reading instruction. *Teaching Exceptional Children*, 39, 24-30. Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22, 129-136. Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq. (2004). Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock Classroom Instruction That Works, ASCD, 2001. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read (NIH Publication No. 00-4654). Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health. No Child Left Behind Act of 2001, 20 U.S.C. 70 § 6301 et seq. (2002) President's Commission on Excellence in Special Education. (2001). A new era: Revitalizing special education for children and their families. Retrieved March 7, 2008, from <http://www.ed.gov/initials/commissionsboards/whspecialeducation/index.html> Simmons, D. C., & Kame'enui, K. J. (2003). A consumer's guide to evaluating a core reading program Grades K-3: A critical elements analysis. Retrieved March 1, 2008, from http://iris.peabody.vanderbilt.edu/rtr03_reading/cons_guide_inst.pdf U.S. Department of Education. (2006). Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, 71 Fed. Reg. 156 (Aug. 14, 2006) (to be codified at 34 C.F.R. § 300). Available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>. Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), Evidence-based reading practices for response to intervention (pp. 11-27). Baltimore: Brookes. Yell, M. L., & Drasgow, E. (2007). Assessment for eligibility under IDEA and the 2006 regulations. *Assessment for Effective Intervention*, 32, 202-213.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	General Fund	Tyler Arthurs & Kathryn Mueller

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	7th period students will work with Tyler Arthurs on direct instruction	Direct Instruction	09/18/2013	05/22/2014	\$2000	Tyler Arthurs & Kathryn Mueller
Total					\$2000	

Marzano Evaluation Teacher Effectiveness Plan

Sheridan Japanese School
Sheridan SD 48J

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Overview

Plan Name

Marzano Evaluation Teacher Effectiveness Plan

Plan Description

Staff will evaluate themselves and school-wide activities using Marzano's domains. Video clips will be taken school wide and assessed by staff.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All administrative staff and Faculty will participate in the Teacher Effectiveness requirements through the use of Marzano evaluation tools.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

Goal 1: All administrative staff and Faculty will participate in the Teacher Effectiveness requirements through the use of Marzano evaluation tools.

Measurable Objective 1:

collaborate to implement Marzano teacher effectiveness and evaluation models for school improvement especially towards student achievement by 12/06/2013 as measured by all staff submitting evaluations with a focus on at least one domain for improvement..

Strategy 1:

Marzano Nine strategies - 1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own.

While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- * Use Venn diagrams or charts to compare and classify items.
- * Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

- * Provide a set of rules for creating a summary.
 - * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process

Marzano Evaluation Teacher Effectiveness Plan

Sheridan Japanese School

the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

- * Use teacher-prepared notes.
- * Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement.

Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

- * Share stories about people who succeeded by not giving up.
- * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- * Find ways to personalize recognition. Give awards for individual accomplishments.
- * "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- * Establish a homework policy with advice-such as keeping a

Marzano Evaluation Teacher Effectiveness Plan

Sheridan Japanese School

consistent schedule, setting, and time limit-that parents and students may not have considered.

* Tell students if homework is for practice or preparation for upcoming units.

* Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

* Assign timed quizzes for homework and have students report on their speed and accuracy.

* Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

* Incorporate words and images using symbols to represent relationships.

* Use physical models and physical movement to represent information.

6. Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Applications:

* When grouping students, consider a variety of criteria, such as common experiences or interests.

* Vary group sizes and objectives.

* Design group work around the core components of cooperative learning-positive interdependence, group

Marzano Evaluation Teacher Effectiveness Plan

Sheridan Japanese School

processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

- * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them.

Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

- * Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

- * Make sure feedback is corrective in nature; tell students how they did in relation to specifi

Research Cited: Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels

Activity - Marzano Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Marzano domains to discuss strengths and weaknesses of school climate, environment, and academic work.	Professional Learning	08/26/2013	06/06/2014	\$1000	General Fund	Gerald Turner, Jacqueline Trevizo, Haydn McLay, Tylor Arthurs, Andrew Scott, Kathryn Bervin-Mueller

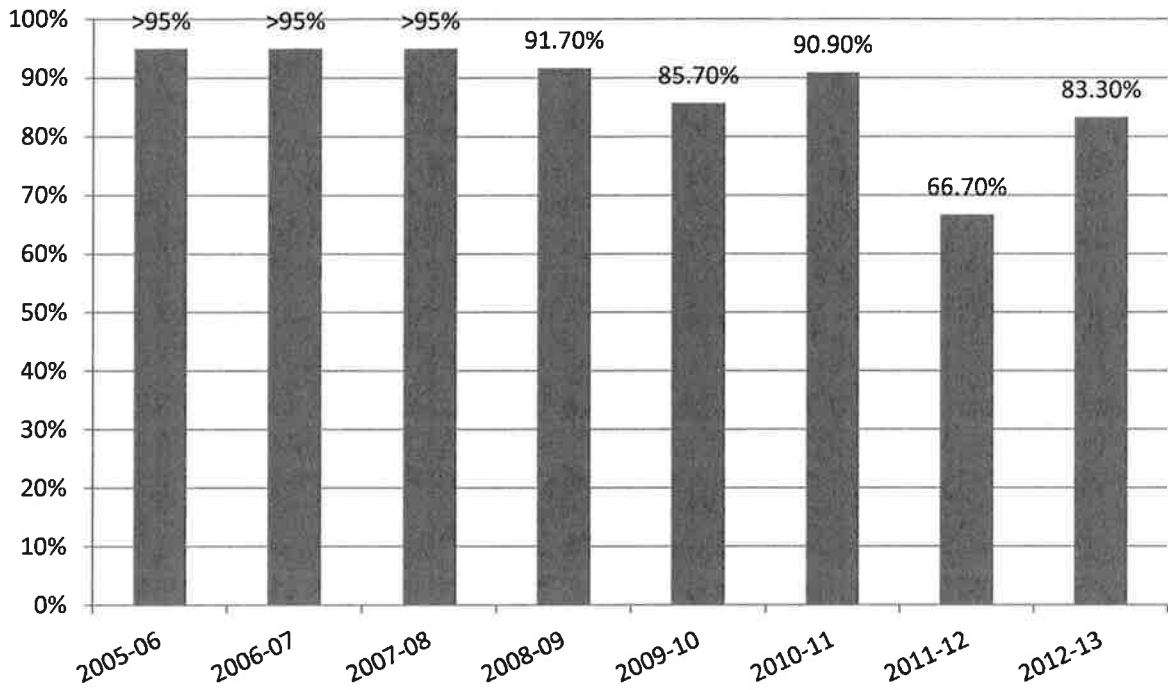
Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

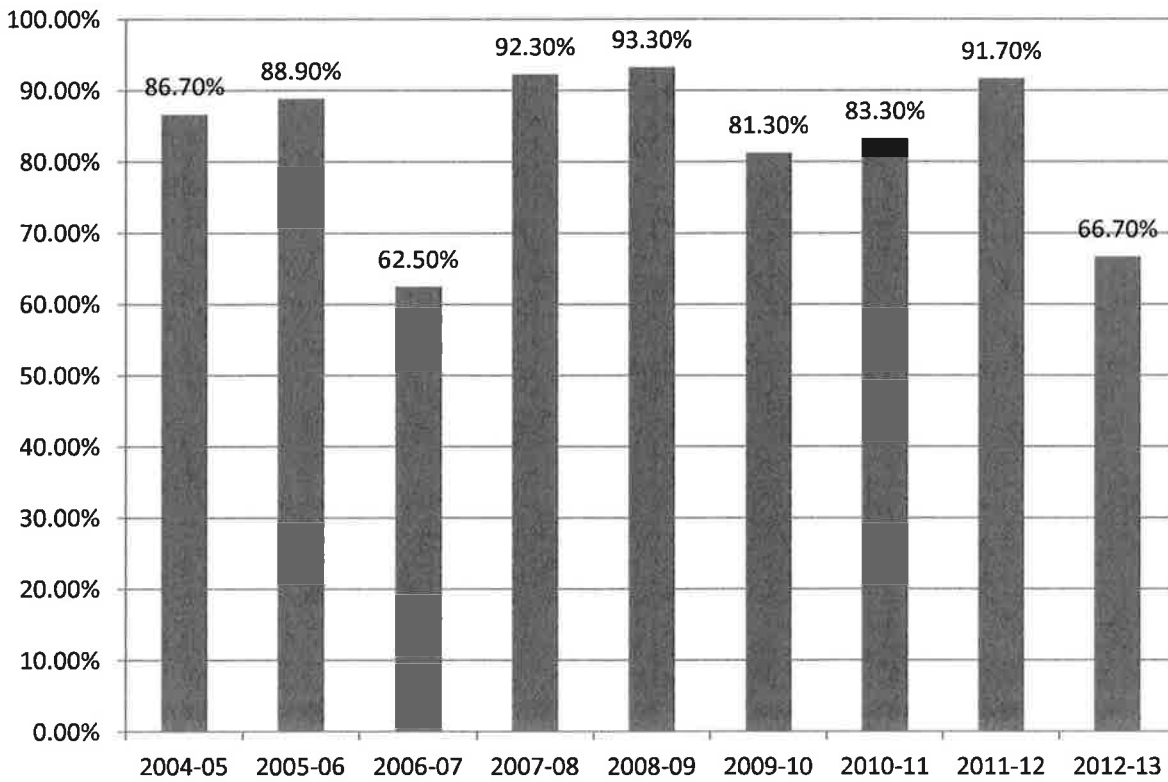
General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Teacher Effectiveness	Staff will use Marzano domains to discuss strengths and weaknesses of school climate, environment, and academic work.	Professional Learning	08/26/2013	06/06/2014	\$1000	Gerald Turner, Jacqueline Trevizo, Haydn McLay, Tyler Arthurs, Andrew Scott, Kathryn Bervin-Mueller
Total					\$1000	

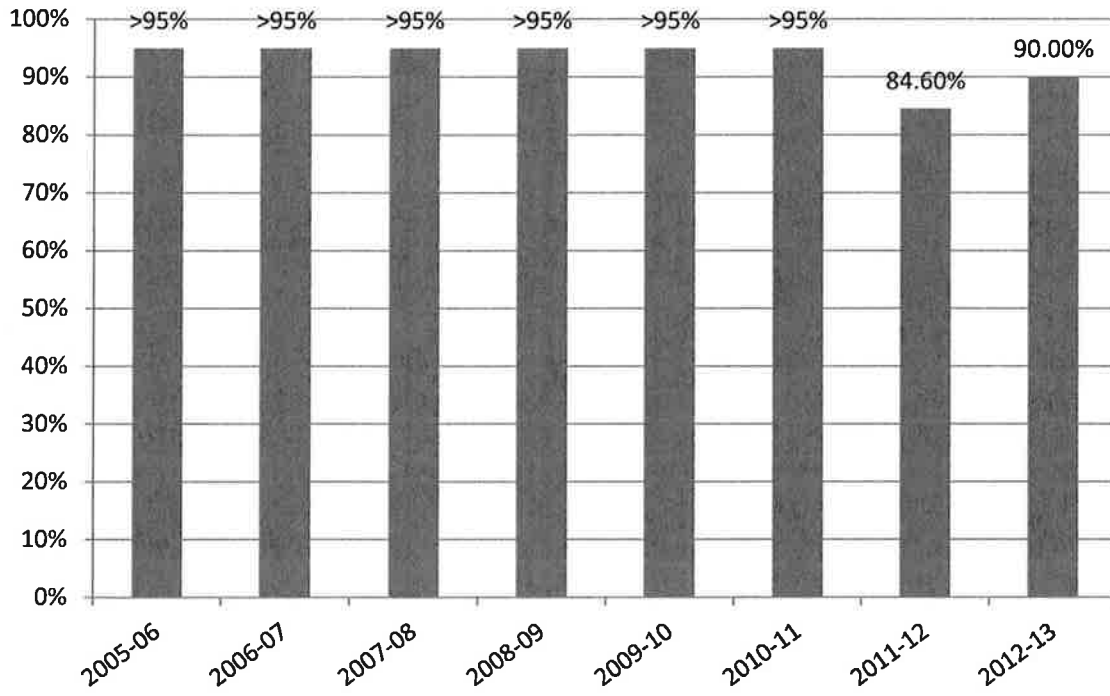
Percent Meeting Standard - 4th Grade Reading



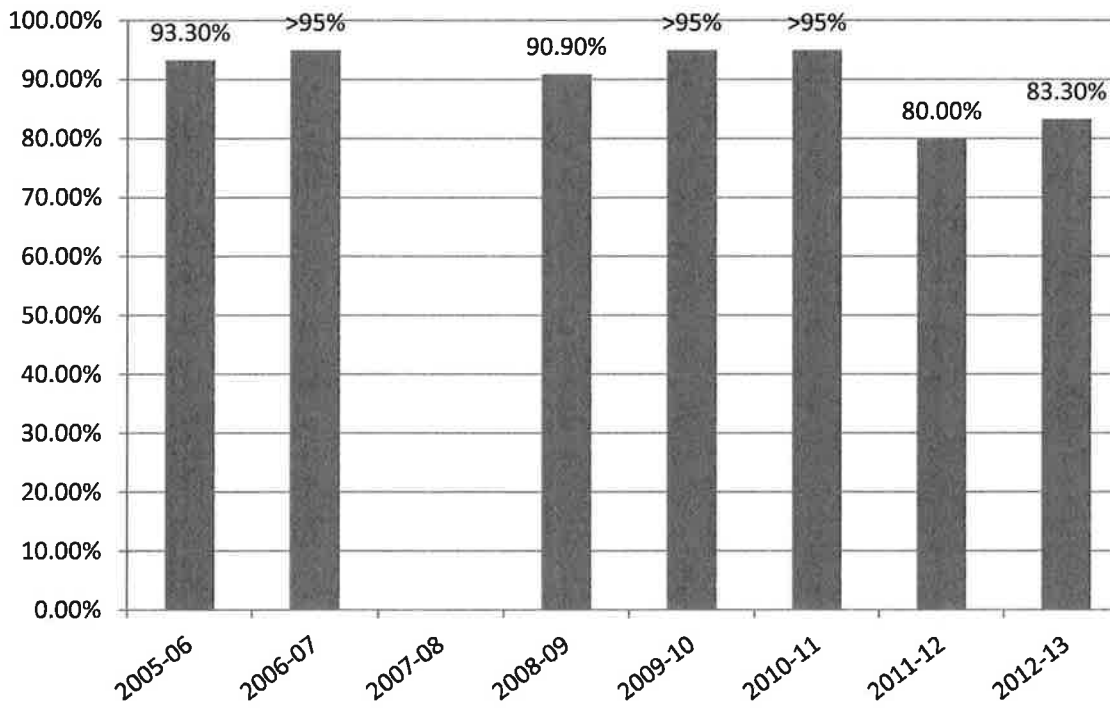
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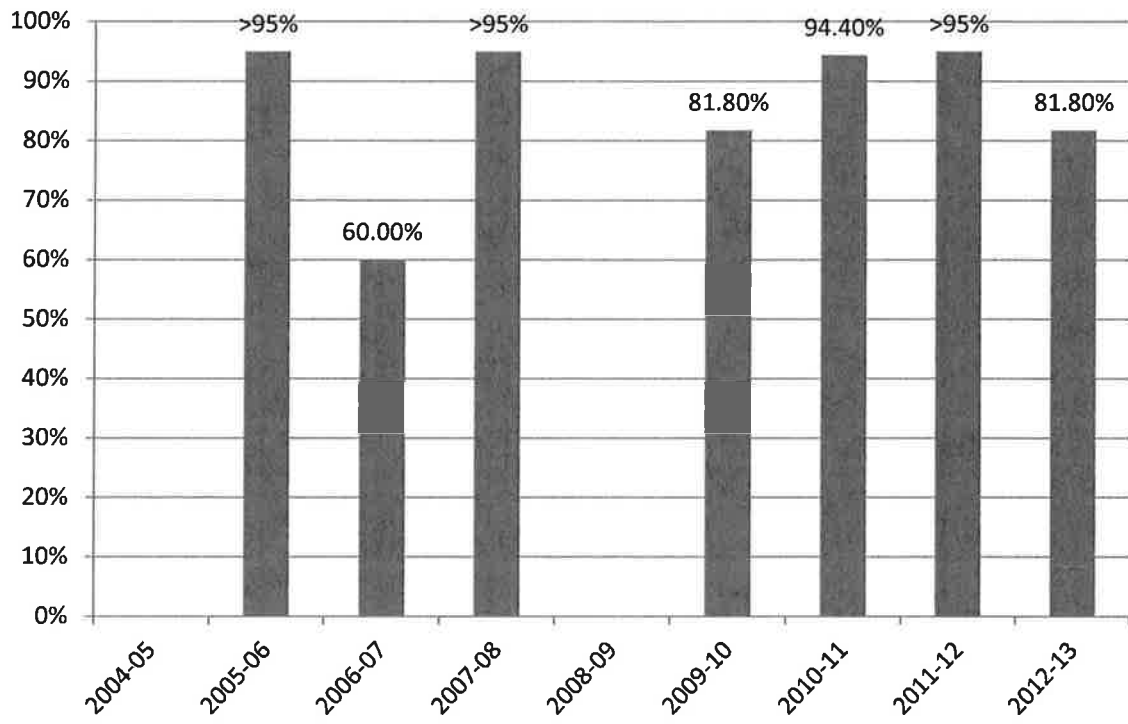
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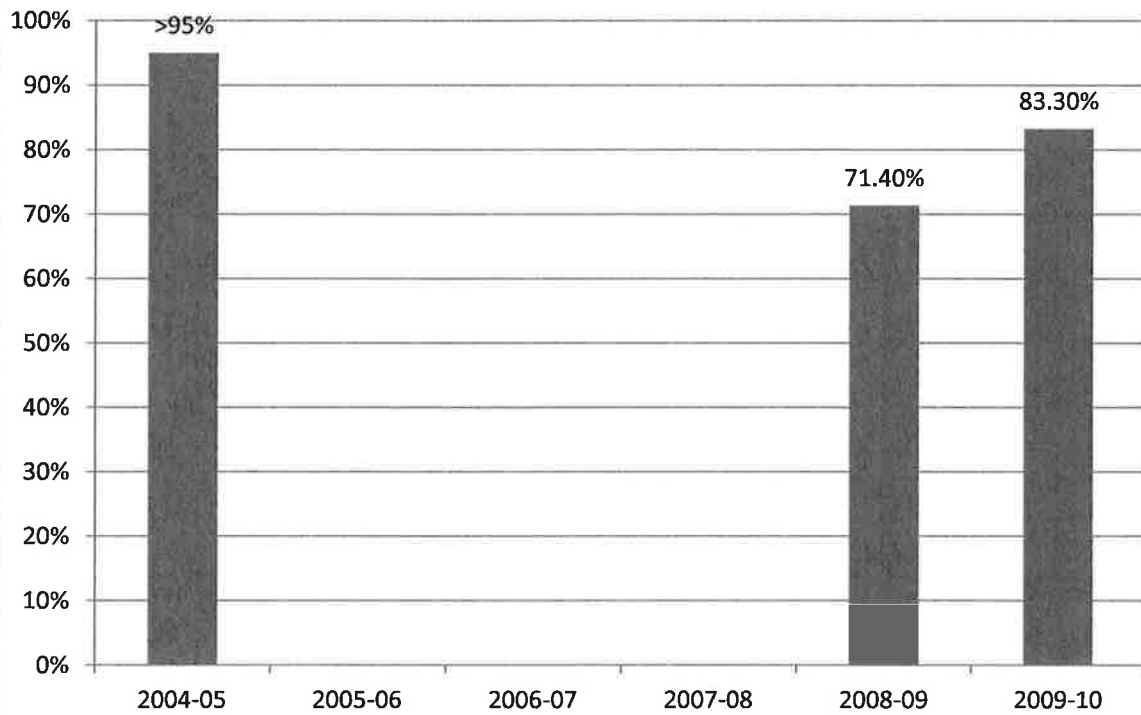
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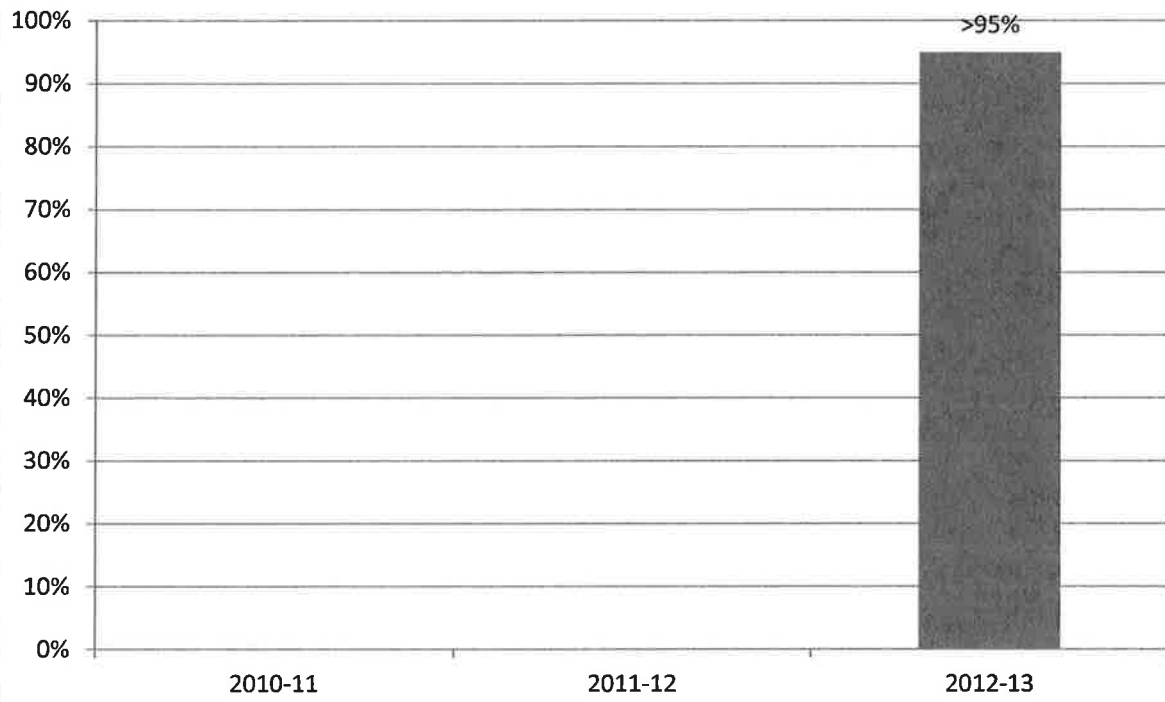
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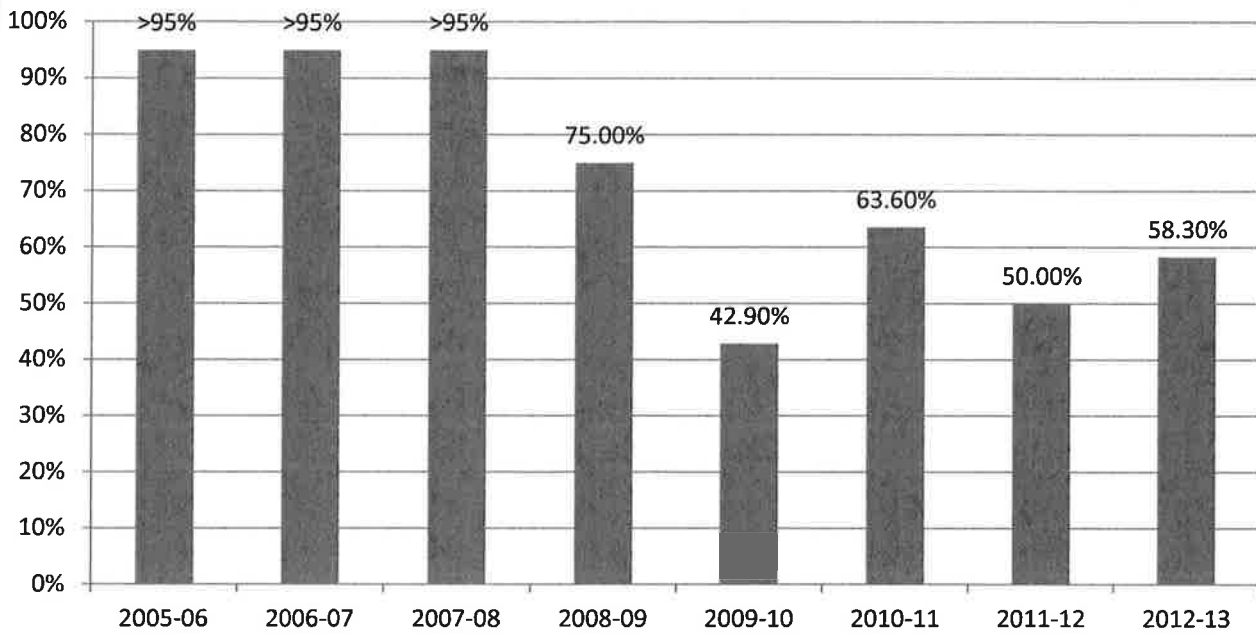
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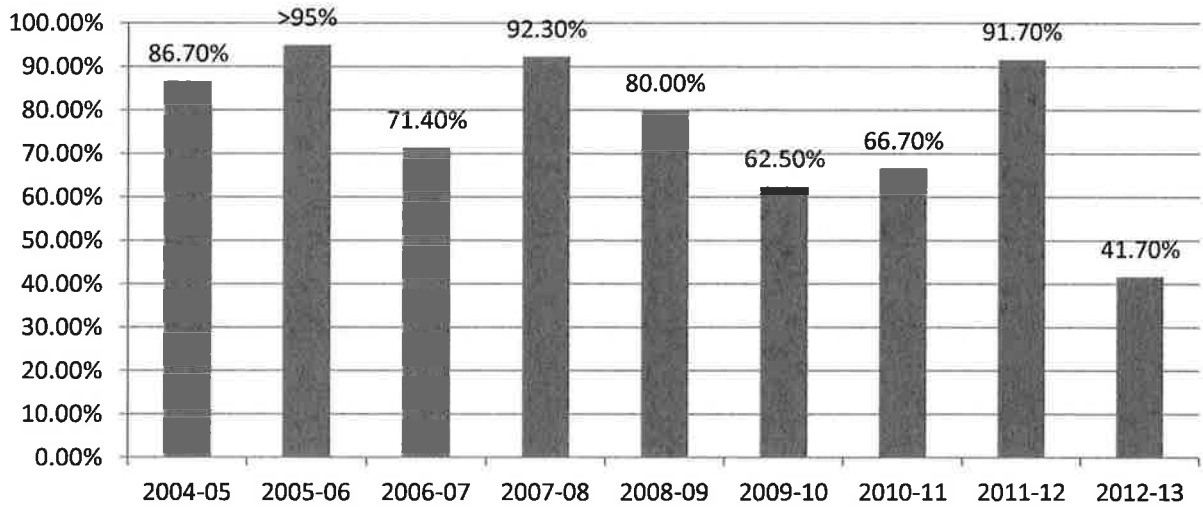
Percent Meeting Standard - Grade 11 Reading



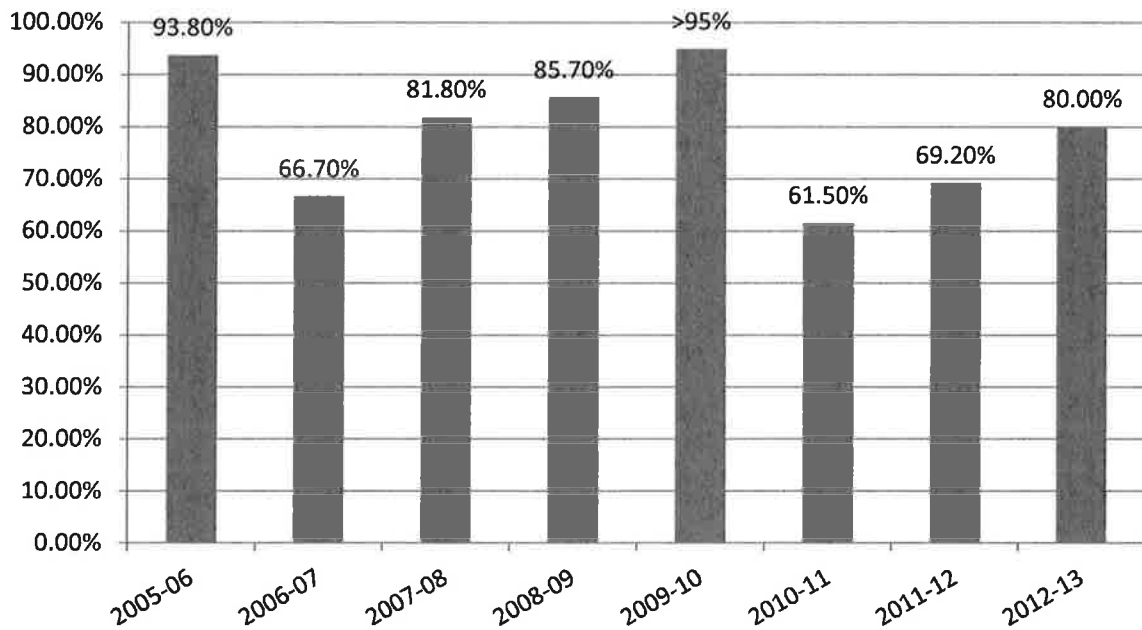
Percent Meeting Standard - 4th Grade Math



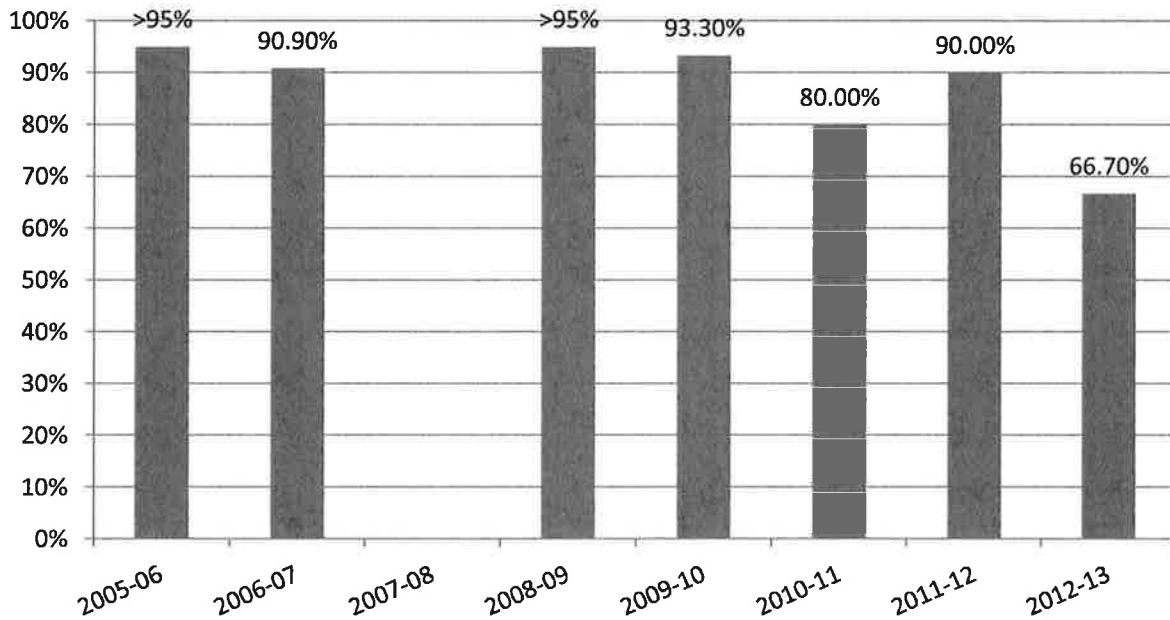
Percent Meeting Standard - 5th Grade Math



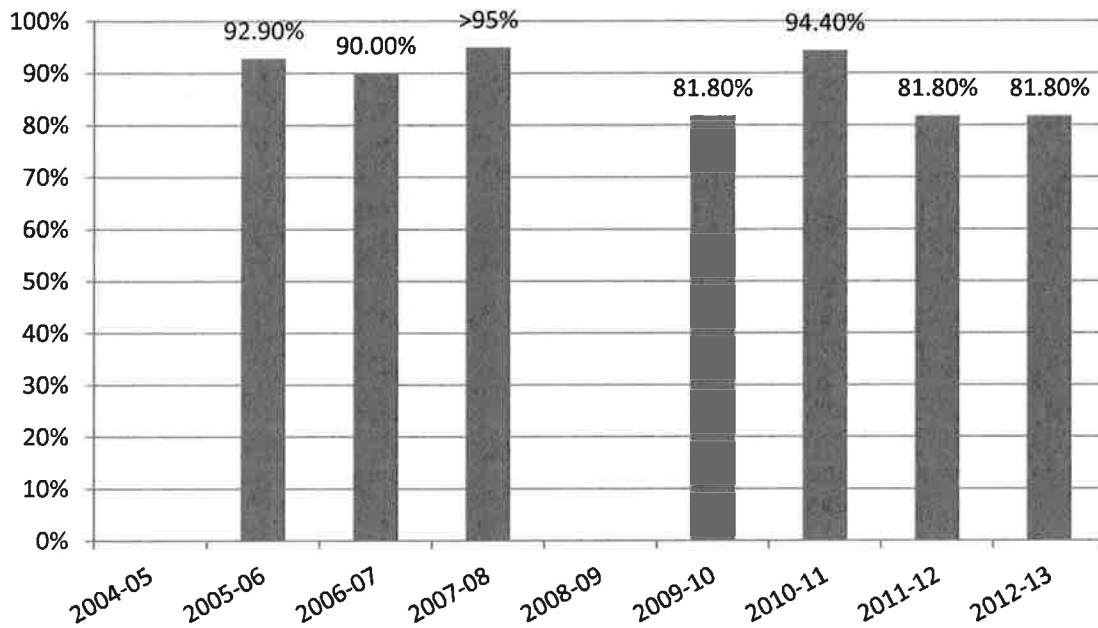
Percent Meeting Standard - 6th Grade Math



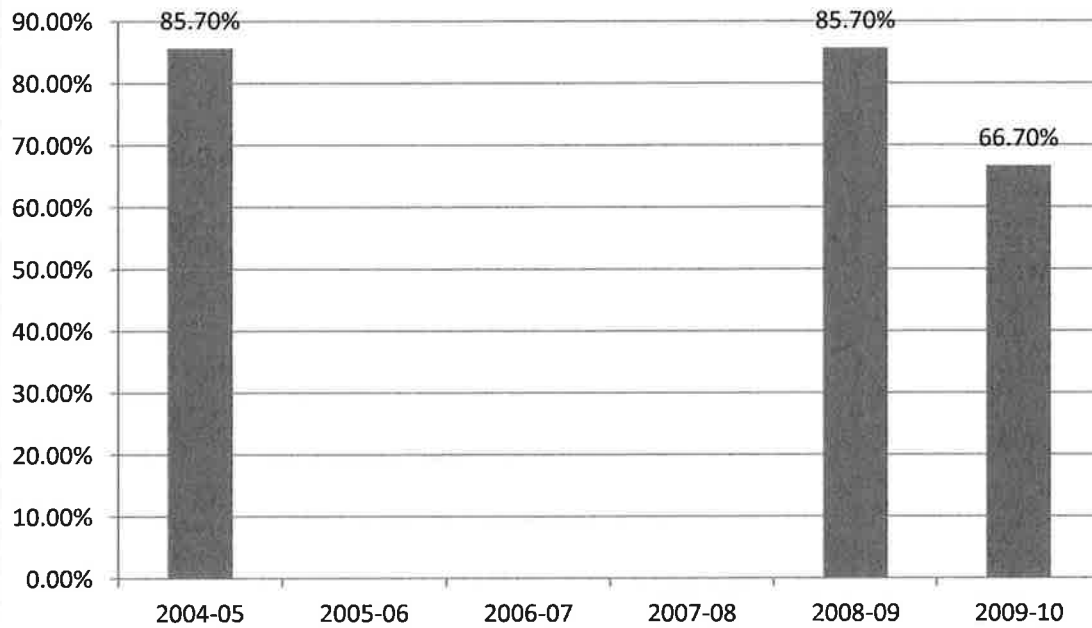
Percent Meeting Standard - 7th Grade Math



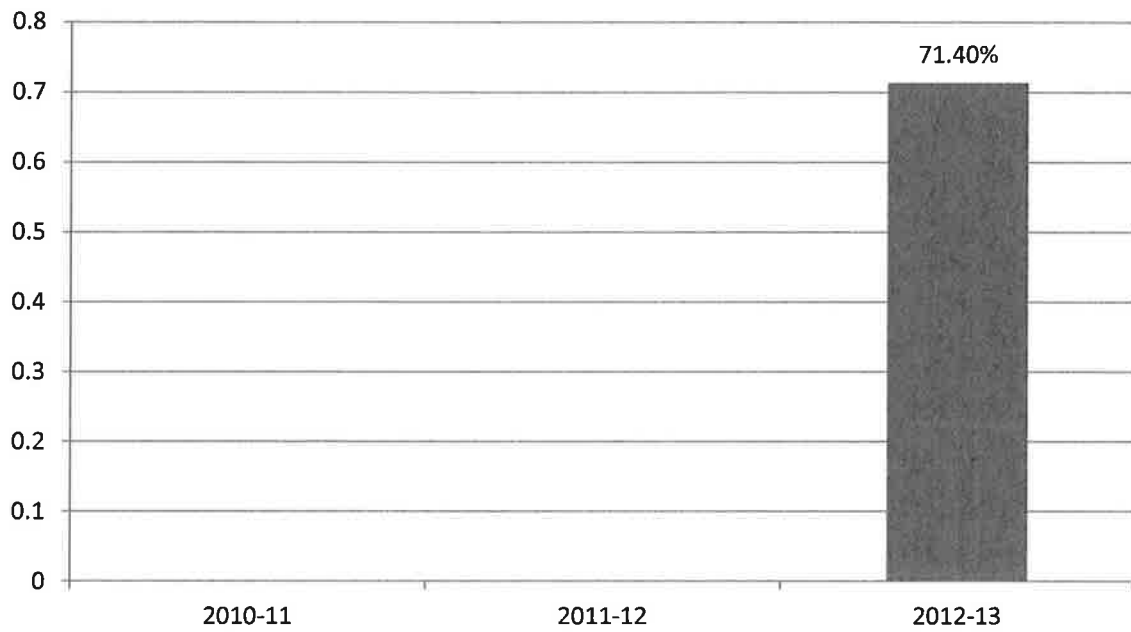
Percent Meeting Standard - 8th Grade Math



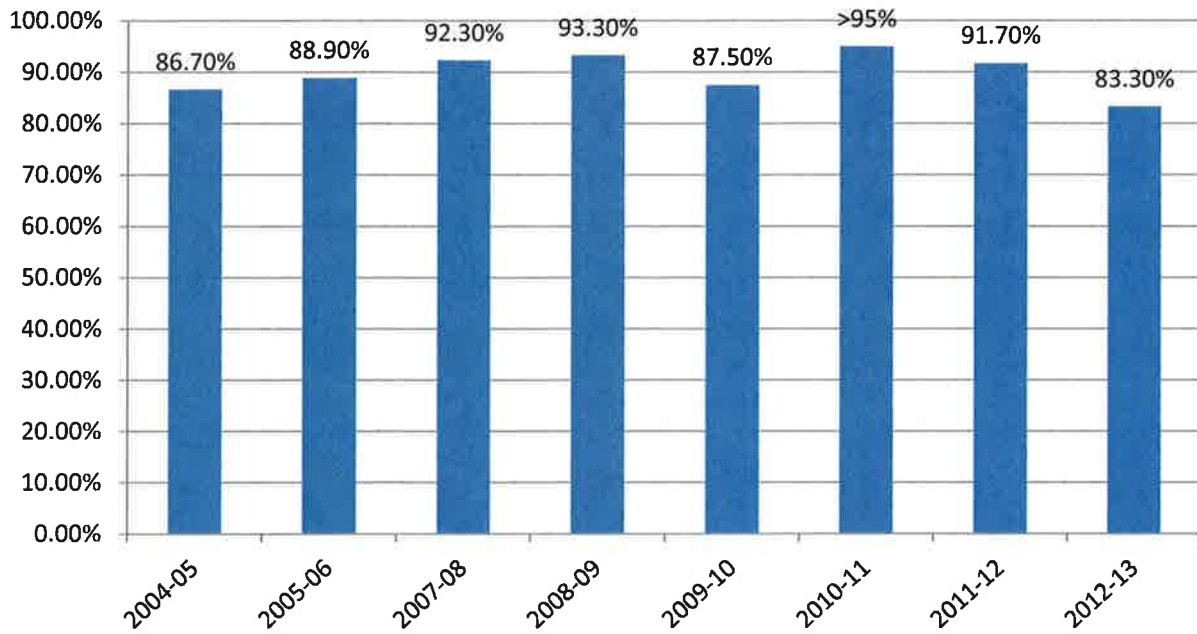
Percent Meeting Standard - 9th Grade Math



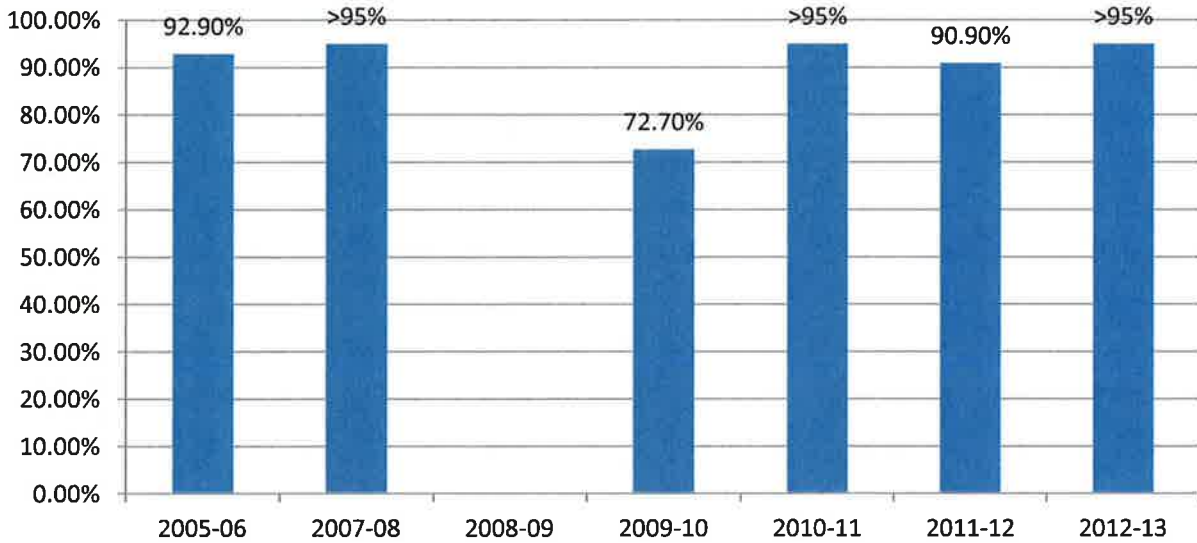
Percent Meeting Standard - 10th Grade Math



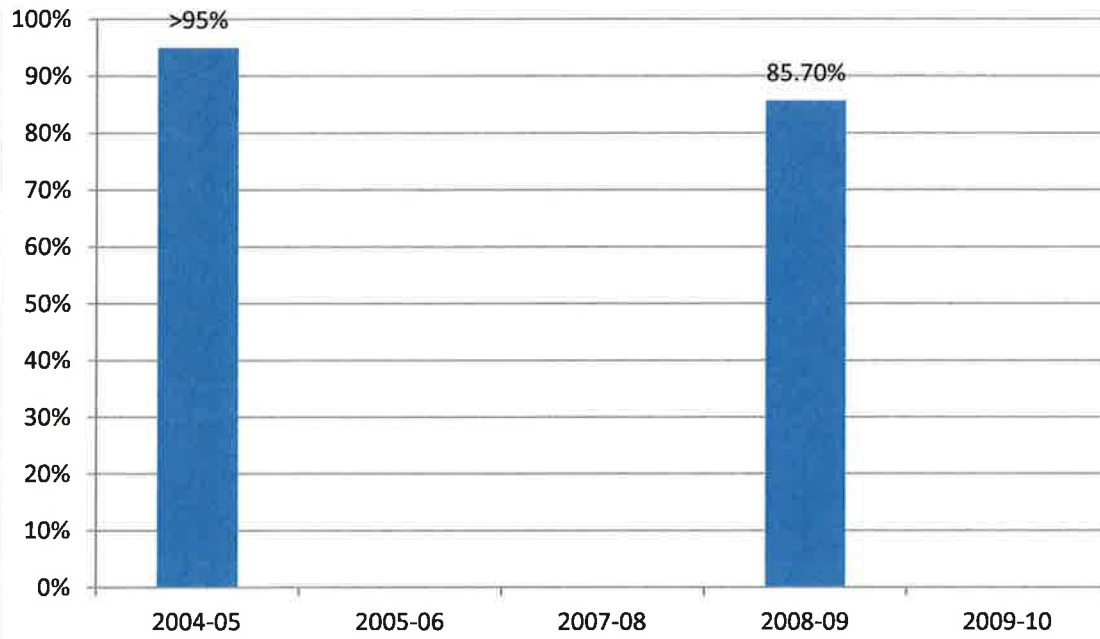
Percent Meeting Standard - 5th Grade Science



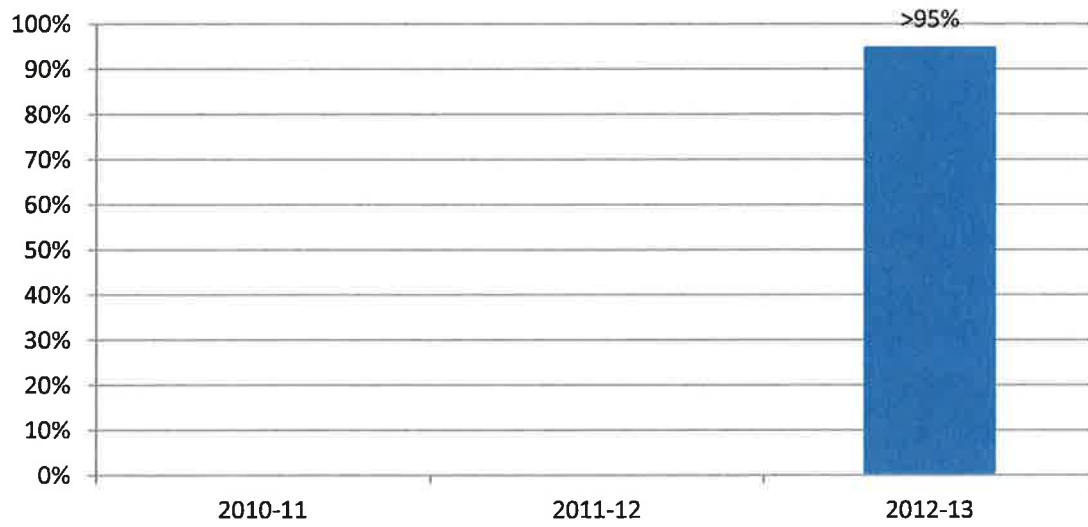
Percent Meeting Standard - 8th Grade Science



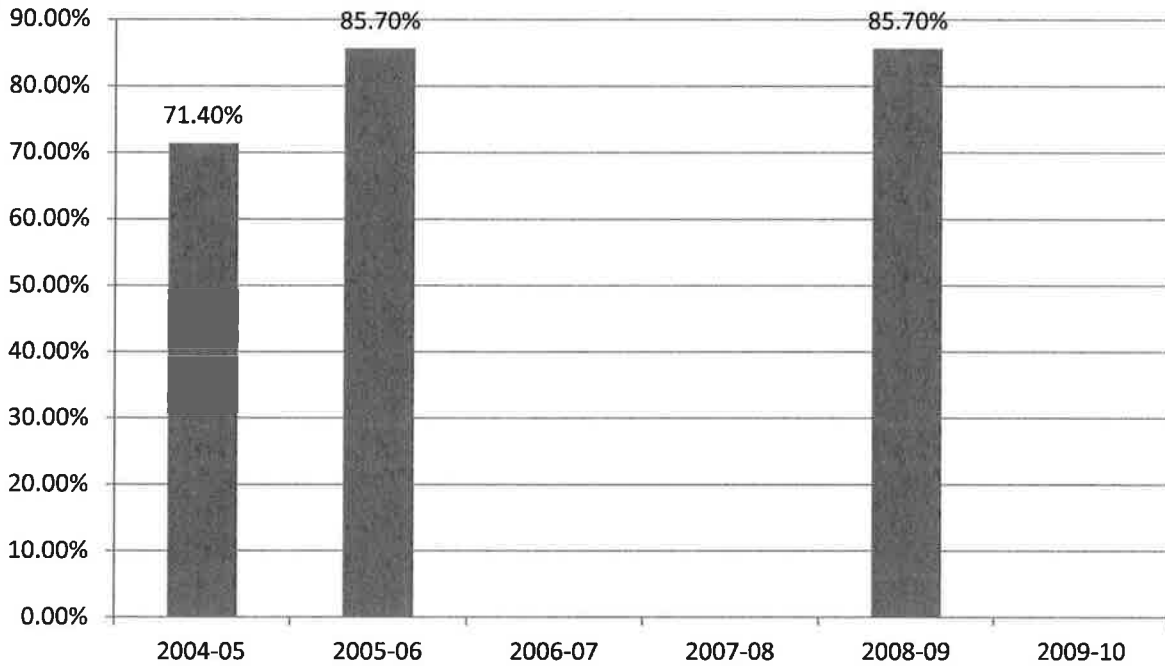
Percent Meeting Standard - Grade 10 Science



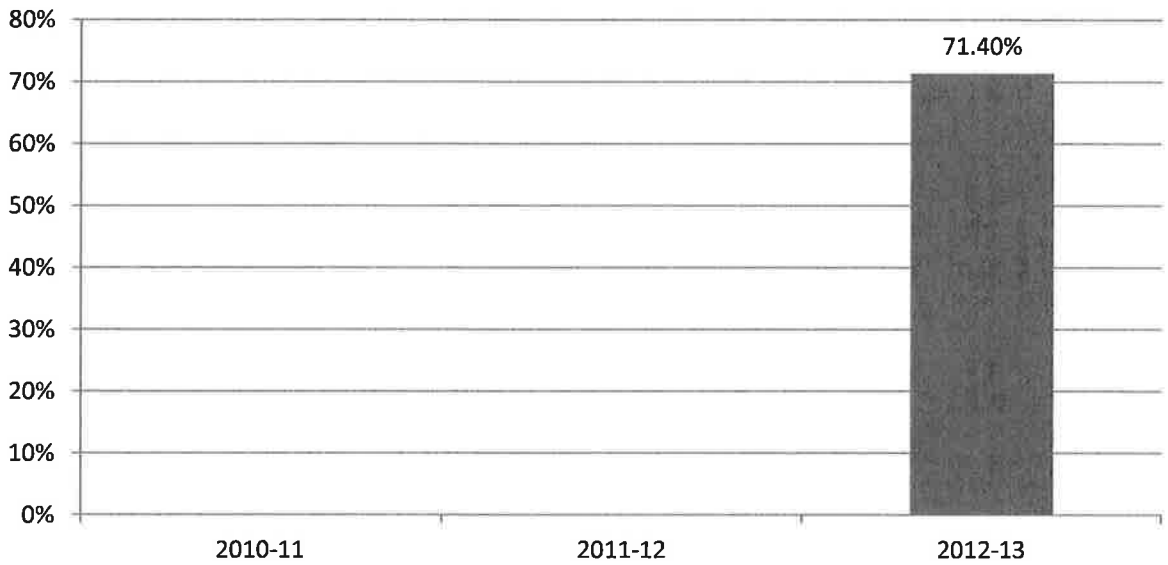
Percent Meeting Standard - Grade 11 Science



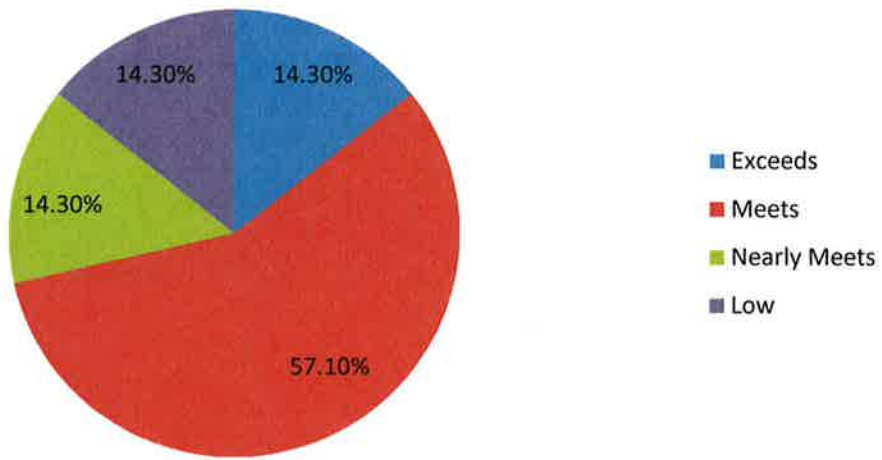
Percent Meeting Standard - Grade 10 Writing



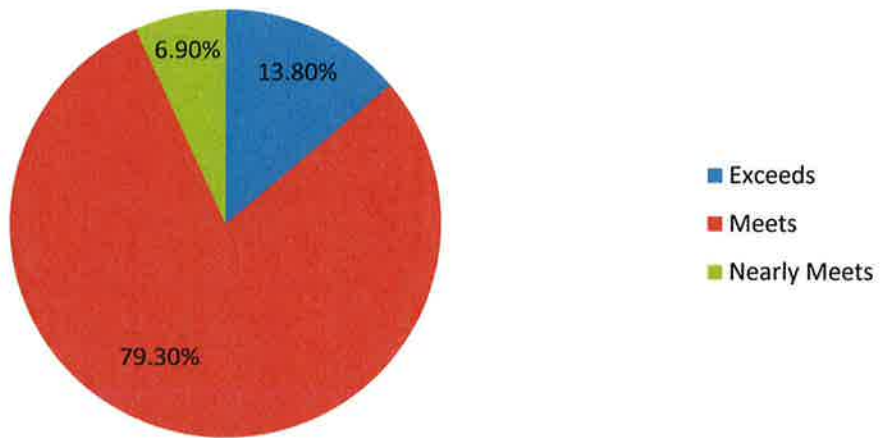
Percent Meeting Standard - Grade 11 Writing



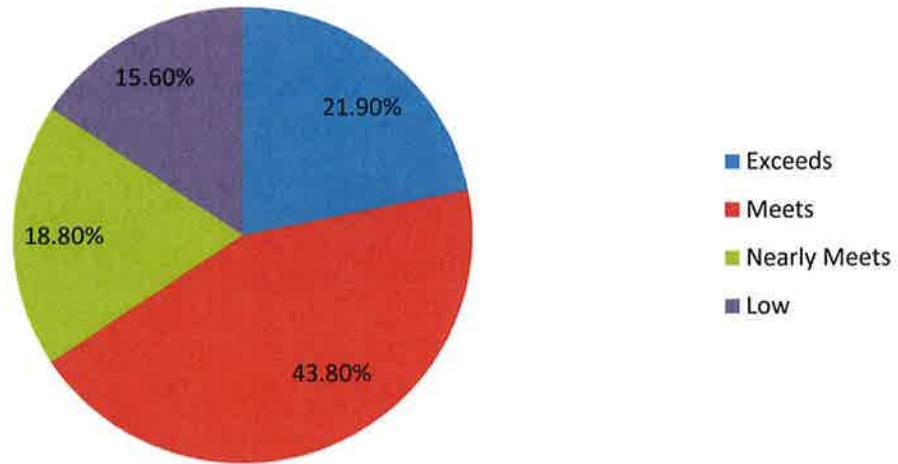
Writing 2012-13 All Grades



Science 2012-13 All Grades



Math All Grades 2012-2013



Reading 2012-13 All Grades

